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A SURVEY OF EDUCATIONAL NEEDS OF POPULATIONS IN THE MOUNTAINS OF EASTERN KENTUCKY WAS CONDUCTED BY BEREA COLLEGE. THE IDENTIFIED EDUCATIONAL INEQUALITIES WERE ATTACKED IN THE RESULTING RURAL SCHOOL IMPROVEMENT PROJECT, WHICH INVOLVED OVER 5,000 CHILDREN, 63 TEACHING FELLOWS, AND 38 DIFFERENT SCHOOLS. THE AIMS OF THE PROJECT WERE--(1) TO SELECT COLLEGE DEGREE, FULLY CERTIFIED, YOUNG TEACHERS, AND THROUGH AN IN-SERVICE PROGRAM TRAIN THEM FOR CAREERS IN RURAL EDUCATION IN REMOTE AND ECONOMICALLY DISADVANTAGED LOCALITIES, (2) TO PROMOTE AND DEVELOP ADEQUATE PROGRAMS OF SUPERVISION, (3) TO GAIN FIELD EXPERIENCES FOR THE BEREA STAFF AND TO CHANNEL THESE EXPERIENCES INTO IN-SCHOOL CURRICULUM MODIFICATIONS, (4) TO STIMULATE A DEMAND IN RURAL COMMUNITIES FOR BETTER TEACHERS FOR BETTER SCHOOLS. THIS REPORT DESCRIBES THE PROJECT, ITS ORGANIZATION, AND ITS EFFECTS. (SF)

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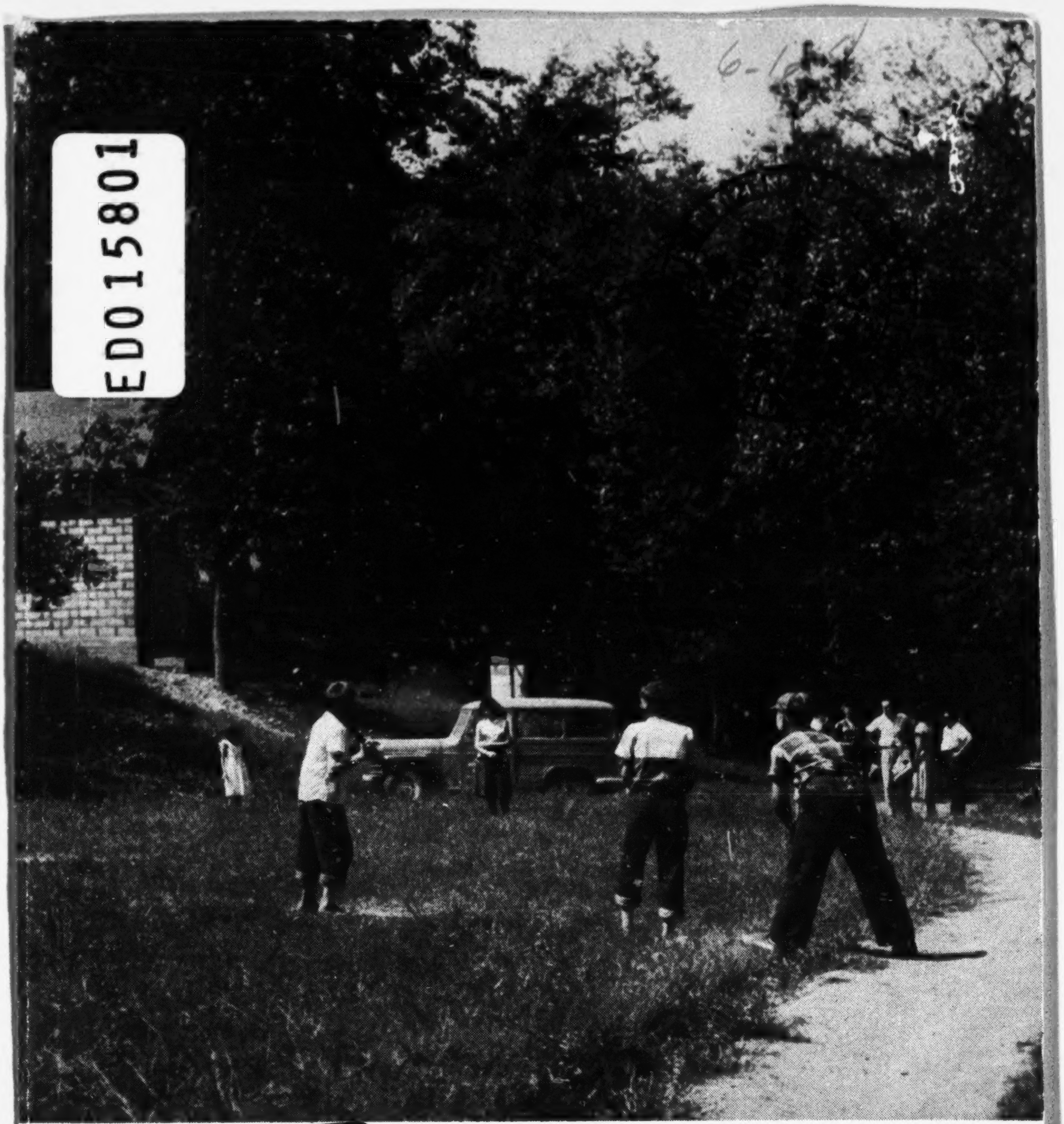

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Rural School Improvement Project

(Financed by the Fund for the Advancement of Education)

REPORT

1953 — 1957

SPONSORED BY BEREA COLLEGE

Berea, Kentucky

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Rural School Improvement Project

Report

1953 - 1957

ROSCOE V. BUCKLAND, EDITOR

BEREA COLLEGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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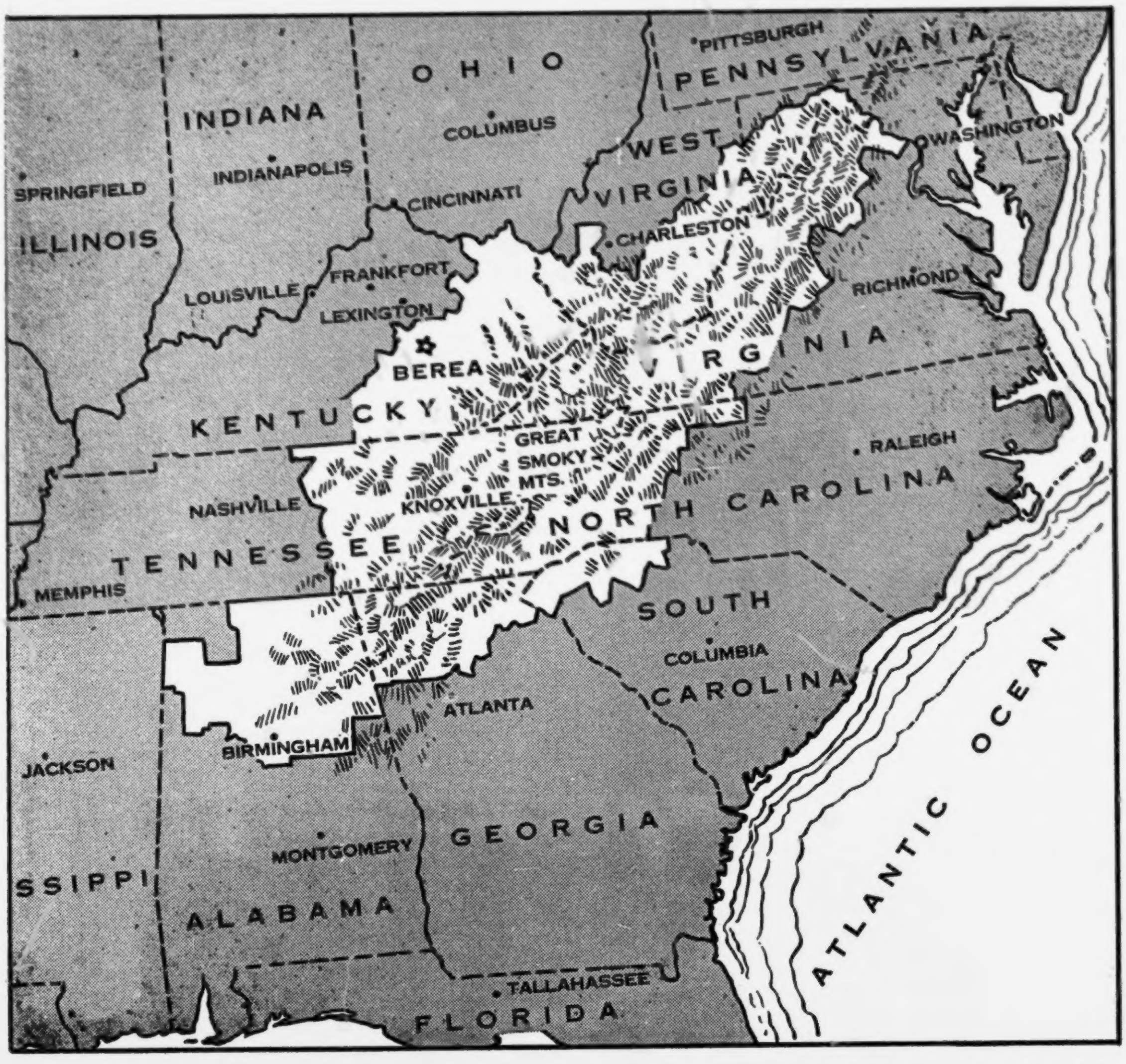
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ALABAMA
TALLAHASSEE
FLORIDA

Approximately 90% of the Berea College Students come from 230 counties in eight southern states. This area is known as the Berea territory.

Foreword

The Rural School Improvement Project came into being as a result of an interest and a concern which have been characteristic of Berea College from its founding. It has always been a desire of the College that it be closely related to the people of its region, that it serve them directly and indirectly, and that it should contribute particularly to the improvement of education.

One experience which contributed to the development of the Project was a visit to eight rural one- and two-room schools in one day. We traveled rough roads; we met a good deal of mud; we saw wonderful children; we found teachers trying very hard to aid the children in their growth and development. But the problems were many and obstacles were as rugged as the roads we traversed. One trail was said to have been used by Daniel Boone, and it was our conviction that it had not been improved since.

We wished Berea College to aid in the solution of some of the problems of the rural schools. This would be beneficial to the children, the teachers, the schools and school systems; but, also, it would bring into our teacher training classrooms the stimulation of actual, existing school conditions. This would enable our college students preparing to be teachers to understand how to get the fire started on a cold morning, how to protect children's health against illness caused by mud and water on impassable roads, how to create an atmosphere conducive to learning, and then how to teach and promote learning on the part of the child.

The present Rural School Improvement Project grew out of various activities in educational extension. We had an idea and a program which we felt would bring good results here. We believed we might find ideas and methods which could be adapted in other similar situations. The Fund for the Advancement of Education most generously received our proposal and studied it. It was a very great satisfaction to receive the grant of the Fund which made this undertaking possible. Our relations with officers and representatives of the Fund for the Advancement of Education have been most cordial and always helpful. It is true to say that this could not have been undertaken without the assistance of the Fund and the advice and encouragement of its officers.

The Project had the benefit of an Advisory Committee, close contact with the Kentucky State Department of Education, and formal and informal relationships with neighboring colleges. In a very real sense, the Rural School Improvement Project has been the result of the interest of many persons and organizations, and it is to all of them that we must ascribe such success as the Rural School Improvement Project may have had. And, most of all, we would express our appreciation of the many children who have been the focus of the endeavor.

FRANCIS S. HUTCHINS

May, 1958

Acknowledgments

I wish to express my indebtedness to Dr. Roscoe V. Buckland, Editor, and the Editorial Board composed of Miss Maureen R. Faulkner, Dr. Elisabeth S. Peck, and Dr. Norris B. Woodie, for their invaluable contribution toward the development of this report.

I want to acknowledge the excellent work done by Dean Roy N. Walters, the official photographer for the Project. All photos used in this publication are those of Mr. Walters.

For valuable assistance in typing the manuscript, I am indebted to June Hubble, Shirley Williams, Shirley Swift, and Ruby Hevener.

PAT W. WEAR
May, 1958

Preface

The purpose of this report is to present a brief, accurate, and understandable record of the many activities related to the work of the Rural School Improvement Project.

This report may be divided into three major sections.

The first section, which is composed of Chapters One and Two, deals with:— (1) stressing Berea's commitment to the mountains, (2) conducting a survey of educational needs in the mountains of eastern Kentucky, (3) seeking assistance from our neighbors in working with these problems, (4) securing financial support for the project, and (5) presenting the purpose, organization, and the operational plan for the project.

Section two, reported in Chapters Three, Four, Five, Six and Seven describes the actual work done during the project in the five major areas:— (1) the teaching Fellows, (2) the pupils, (3) the supervisory program, (4) buildings, grounds, equipment, and facilities, and (5) the community.

The third section—Chapters Eight, Nine, and Ten—is concerned with:— (1) the evaluation of the project, (2) a listing of some of its contributions which seem to be permanent in nature, and (3) an over-all summary.

Another feature of this report is the rather lengthy Appendix which I consider to be of great importance to the reader who is interested in more detailed information.

No one person could write a report of this type alone. The suggestions, criticisms, and comments made by those connected with the writing of this report have been of great value to me. My experiences in working with the Editorial Board, Dr. Wear and others concerned with RSIP have been enjoyable and rewarding.

ROSCOE V. BUCKLAND

May, 1958

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Report of Rural School Improvement Project
1953-57

INTRODUCTORY CHAPTER

Berea's Commitment to the Mountains

Colleges, like individuals, have a philosophy or a set of beliefs. Berea College has long held the conviction that it should not exist in isolation from the people in its geographic area, but that it should serve the people where they live. Since many in the mountain territory have needed assistance of various types and could not come to the campus, it has been necessary through the years to take Berea College to them.

While the major efforts of Berea College have been directed toward ". . . affording to young people of character and promise a thorough Christian education, with opportunities for manual labor as an assistance in self-support," the recently completed Rural School Improvement Project (RSIP) reflects a long standing commitment to the southern Applachian mountain area as a whole.

In 1911 President William G. Frost summarized the commitment in this way:

> ". . . we do not train their young people to leave their homes and enter into competition of the cities, but we train them to go and improve mountain life . . . .
>
> . . . we aim to protect and cherish all that is best in mountain traditions; many of their ways are really better for them than our ways would be.
>
> . . . we condescend to "peddle" education among those who cannot go to school; we send out traveling libraries, we keep tents, wagons, and stereopticons moving through the remote counties in the summer months to scatter seed-thoughts in hygiene, farm management, and education.
>
> . . . we cooperate with other schools and do all we can to make the public school system effective."

Earlier Berea leaders had also a keen awareness of Berea's dual role. In 1858 Principal J. A. R. Rogers was deeply concerned about the inequalities he found in Eastern Kentucky but considered these to be ". . . less distressing . . . than the poor training of the teacher." In 1875, President Fairchild in speaking of the needs of the mountain area tried "to induce many of the most promising young men and women to go to some good school and fit themselves for teaching." Near the turn of the century, Mrs. Frost, wife of President Frost, saw even more clearly the need for improving the teachers of the country schools. Among other extension workers, the work of the Reverend James P. Faulkner, 1908 to 1911, was so effective that a message came from the mountains which said that "I hope Berea will keep him in the mountains all the time."

A scene in the mountains of Eastern Kentucky served by Berea College.

It was this concern for the people of the mountains of Eastern Kentucky which was embodied in the definite following statement inserted in Berea's 1911 Constitution "The object of Berea College shall to be to promote the aim set forth in the preamble, *primarily by contributing to the spiritual and material welfare of the mountain region of the South."*

Berea's commitment to the mountain region of the South resulted in such undertakings as covered-wagon Chautauquas; "opportunity schools," adult education inspired by the Scandinavian folk schools; agricultural and library extension programs; other extension work of faculty members; and the outlying work of student groups. Each of these activities helped in the implementation of Berea's philosophy. In fact, when the one-room school opened on Berea ridge, 1855, with the cooperation of the community, the first of Berea's many rural school improvement projects came into being.

Some Educational Conditions

The mountain region of the South cannot accurately be described as "Tobacco Roads." To be sure, they have tolerated much poverty and ignorance but they have also fostered courage and self-respect. Mountain people take pride in their independence and they have much to be proud of, yet pride may possibly blind an area to its needs; it can benumb the sense of shame and make a people incapable of accepting aid. In the southern mountains, those of Eastern Kentucky in particular, undesirable conditions exist which no amount of pride can obliterate. East Kentuckians are not proud of all their educational conditions but in the past they have often suffered in silence rather than call for assistance from "outsiders."

Even in the mid-twentieth century Eastern Kentucky has many educational concerns:

—Teachers so haphazardly informed as to mar young lives by poor methods, lack of instructional materials, or unconcern.

—Teachers who are "so tired" from doing nothing productive that their major stimulus is only the monthly pay check.

—Potential readers—young and old—hungry for books about "anywhere or anything."

—Children whose weights and complexions reflex improper habits of eating and sleeping.

—Pupils sharing diseases by drinking impure water from a common dipper.

—Filthy outside toilets attracting disease-carrying flies.

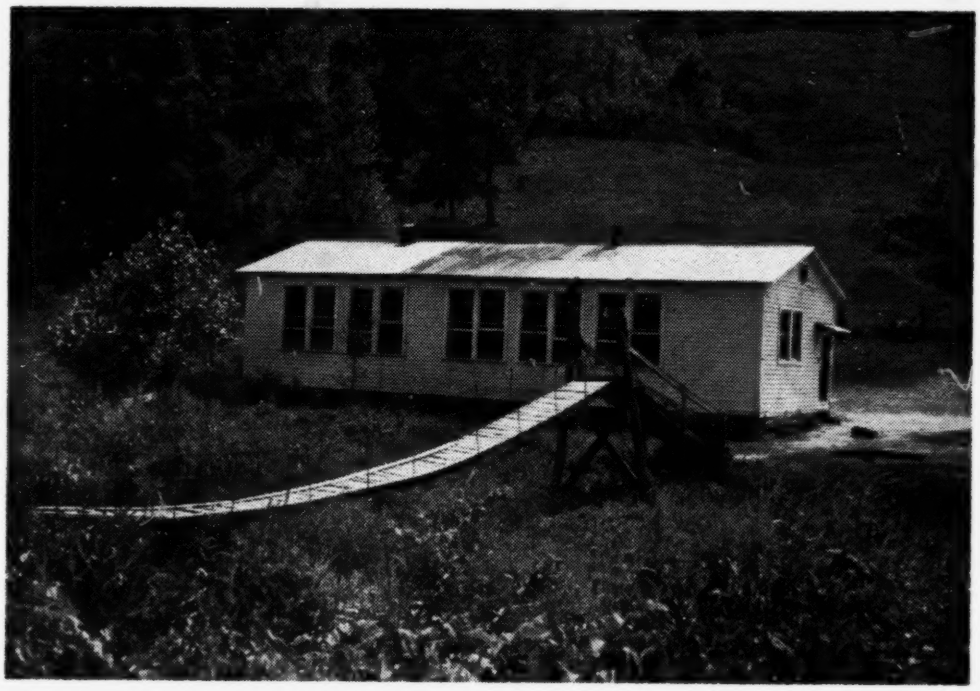
—School buildings unsuited for instruction or community use because of location.

—Bare classroom walls, pot-bellied stoves and eroded school grounds.

—Classrooms needing new paint, leakless roofs, and a pleasing atmosphere

—Communities whose quality of living is impared because of uninformed or misdirected leadership.

—Human beings whose effectiveness as neighbors is reduced because of inadequate transportation and communication facilities.



A rural two-teacher school.

Berea College as a Neighbor

Through the years Berea College has been mindful of pride, independence, and FACTS concerned with the mountain area. It has hoped through close friendship to make its services widely acceptable. For the most part Berea's efforts have been recognized for what they are, acts of neighborly concern.

Neighborly concern went hand in hand with campus soul-searching. President Frost perpetuated this concept of mutual assistance in the Berea territory when he declared:

> "We should plan to get every Berea College teacher to do some extension work for his own sake. A summer in the mountains is better than one in the university. Some educators, it is to be feared, set their hearts upon classroom formalities, niceties of detail, and academic processes — all things of the campus. Many know too little of the world in which the education they deal in is supposed to take effect."

War has a way of calling forth reflective study. During the early part of World War II the Berea College faculty was divided into study groups to determine the possible role of the College during and following the war period. Among the resulting recommendations was the proposal to work in a specific territory to improve the quality of living in the mountain communities.

After this recommendation was accepted by the administration, the following criteria for its implementation were developed:

(1) The territory must be in the mountains and reasonably close to Berea College.

(2) There must be a real need and willingness on the part of the county and its leaders to cooperate in a program of improvement.

Other Extension Work By Faculty Members

Between 1943 and 1948, at the request of two county boards of education, Berea College provided faculty groups as consultants to numerous summer workshops. The workshop movement in Kentucky, developed from teachers' institutes and traditional summer schools, recognized the advantages of solving problems at their place of origin. Berea's workshops concerned themselves with the problems of rural teachers, most often of the one-room school.

Berea shared with other Kentucky colleges in this widespread educational movement. One innovation originating with Dr. Luther Ambrose of Berea's Department of Education was that the workshop, held at the county seat, was followed by in-service supervision at the teacher's school. Even the teacher of the most remote school, which was accessible only by jeep or on foot, received this personal supervision.

During 1943-48, at the request of the Leslie County Board of Education, Dr. Ambrose worked in a series of summer workshops to assist emergency teachers. He was assisted by other members of the Berea College faculty. Emergency teachers were required to participate and certified teachers were encouraged to attend. One summer the grades were withheld until the workshop students had taught approximately one month and had been supervised by the summer workshop staff members. This was the first

Rugged type of terrain traversed by extension workers.

instance in which Berea College worked with an off-campus supervisory program.

Also, in 1943, the Kentucky State Department of Education issued an invitation to seven Kentucky colleges to participate in a rural school development experiment, Berea being the only private school invited to take part. Other colleges invited to participate were: Western State College, Eastern State College, Murray State College, Morehead State College, University of Kentucky, and the University of Louisville. Each college was to work with some Kentucky county in developing and implementing plans for improvement. At the invitation of the Pulaski County Board of Education, Berea College started its work there under the direction of Dr. Charles C. Graham of the Department of Education of Berea College, who served as coordinator from 1943 to 1949. Dr. Graham's services, for half of his time, were made available without charge. The purpose of this project was to raise the level of living in all phases of community life. Its activities were centered in and around the school.

In 1949 another opportunity was provided for rural school improvement when Berea College began to act in a supervisory capacity in reorganizing the Pine Mountain Settlement School, a private boarding high school, into a much needed consolidated public school. This new school has continued to operate under the administration of the Harlan County School Board and Pine Mountain Settlement School with the supervision of Berea College.

From 1929-1941 Berea College worked in the rural schools of Rockcastle County. Due to the conditions brought on by World War II, these activities were temporarily suspended. Then in 1950 the Superintendent invited Berea College to provide assistance in their in-service training program for teachers. This program began in 1952 when Dr. Pat W. Wear of the Department of Education of Berea College, started to visit the county schools on a two-day a week basis. The three major objectives of this project were:

(1) that the coordinator visit in all of the schools during the school year.

(2) that the coordinator become acquainted with the problems, personnel, and general social setting within the county community.

(3) to utilize or develop resources to be used in the solution of recognized problems.

As Berea's centennial year, 1955, approached; there was on campus an interest in a more intensive service to the mountain counties of Eastern Kentucky. While long experience made Berea able to offer a unique service to this region, officials recognized that an extensive program would be beyond the financial means of Berea College. Thus, began a search for fund assistance for rural school improvement.

Survey of Educational Needs, 1952

Since President Francis S. Hutchins wanted to know beyond "heresay" the actual educational needs of schools in the mountains of Eastern Kentucky, he requested the Department of Education of Berea College to make a study of such needs. The purpose of this study was to locate the areas of greatest educational need. In these areas Berea would logically concentrate its efforts if funds for a larger rural school improvement project could be obtained.

Late in 1952, in response to the President's request, a detailed report was submitted and later presented to the Fund for the Advancement of Education as a part of the proposal.

While studying the 44 mountain counties in Eastern Kentucky the Department determined a composite rank for each county based on the factors listed below:

1. Number and per cent of emergency teachers.
2. Average annual teachers salary.
3. Per cent of population with family incomes under $2000.
4. Ratio of assessment for taxes to actual value.
5. Median family income.
6. Assessed value of property subject to tax per school child.

Table I shows the ranking of these 44 counties.

TABLE I

*Composite Rank of 44 Counties in Eastern Kentucky Based on Educational Need**

COUNTY	COMPOSITE RANK	COUNTY	COMPOSITE RANK
Boyd	49	Lee	21
Harlan	38	Carter	21
Garrard	37	Johnson	20
Bath	34	Greenup	20
Madison	33	Leslie	19
Perry	33	Clay	18
Floyd	30	Wayne	18
Letcher	30	Jackson	17
Bell	29	Powell	17
Pike	29	Adair	16
Rowan	28	Pulaski	15.8
Laurel	28	Rockcastle	15.4
Lincoln	27.6	Elliott	15.4
Whitley	26	Cumberland	15
Clinton	25.8	Menifee	14.6
Russell	25	Owsley	13.4
McCreary	25	Wolfe	12.8
Knott	24	Casey	12.6
Martin	24	Breathitt	12.6
Lewis	23	Lawrence	10.5
Estill	22	Morgan	8.6
Knox	21	Magoffin	7.4

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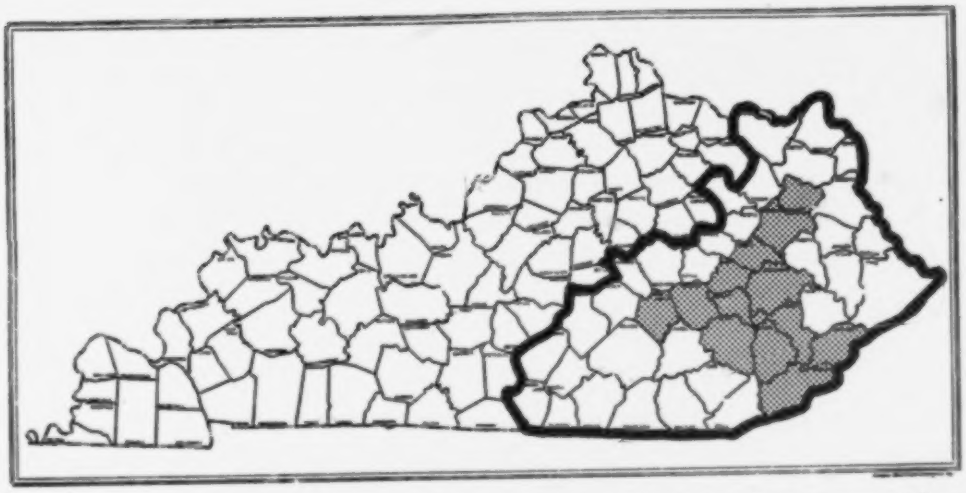
* Information for this table was based on information from Kentucky State Department of Education and the United States Census for 1950. The lower composite ranks indicate the counties in which educational inequalities are greatest.



Map of Kentucky showing the 44 counties included in the survey (those enclosed by the solid black line) and the 13 counties in the Rural School Improvement Project (those shaded).

The 1952 report to President Francis S. Hutchins by the Department of Education of Berea College included (1) General Description of the Area, (2) Family Incomes, (3) Educational Levels, (4) School Facilities, (5) School Enrollments, (6) Preparation of Teachers, and (7) Comments on School Programs of Study and Community Activity. In summary, the following findings under these headings appeared significant.

(1) General Description of Area

These 44 counties were located in eastern and southeastern Kentucky, bounded by the Bluegrass, the Ohio River, the states of West Virginia, Virginia, and Tennessee.

These counties were alike in many respects, all having a hilly topography, some of them with mountains of considerable elevation. In general, the soil was thin and not very rich. The farms were small, and the better land was in the narrow valleys.

With the exception of mining counties, agriculture was the principal means of support in the area. The important commercial crops were corn and tobacco. The Federal agricultural improvement program, under way since the early thirties, had improved output and diminished erosion losses. Nonetheless, per acre yields were low and family holdings small. Timbering was carried on to a considerable extent in some counties, but methods were wasteful and financial returns very low. In some areas, timberlands had already been cut over, causing lowered income and unemployment. These conditions had led to large outlays for public assistance. In thirteen counties, coal mining was the basis of economic life. These counties produced at least seventy-five per cent of the mine output of the state.

Over a million people lived in these 44 counties, about one-third of the total 1950 Kentucky population. While there were some foreign born and second generation families of non-English origin in the mining camps, the mountain people were almost entirely descendants of English and Scotch-Irish settlers who had come into the area after the American Revolution. Very few Negroes lived in the mountains.

During the past twenty-five years new roads had been constructed throughout the mountain counties, ending for many sections a century and a half of isolation. There were also better schools, health and economic opportunities had improved but such improvements were not available to the whole area. Off the thin ribbons of blacktop, the truck roads of the hill counties, there were numerous dirt roads, dusty in summer and mud holes in winter. There remained places where the road was still the creek bed, where travel was an amphibious operation in good weather and impossible in rainy weather. Many homesteads were reached only by jeep, wagon or saddle horse, and beyond these were some homes which for much of the year could be reached only on foot.

Very inaccessible one-teacher school.

(2) Family Incomes

All these counties were characterized by low per capita wealth and low incomes per family. Low valuations on real property, largely for the purpose of tax minimization, accounted for some of the low per capita wealth in the counties.

The cash incomes for Kentucky mountain families were generally very low. In the 44 counties of this region, the median income per family was found to be $1169 a pear, as compared with $1774 for Kentucky as a whole. Only six of the 44 counties were above the state median. There were places in the mountains where the principal sources of living expenses were public assistance checks, benefits from the welfare fund of the United Mine Workers, payments from the Veteran's Administration, and subsistence allotments from members of the armed forces.

Several of the poorer agricultural and non-mining counties of the area were found to have median family incomes which seemed below a bare subsistence level. In thirteen counties, the median family income was below $1000 per year, and in three it was under $800 (Cumberland, $794; Breathitt, $760; Owsley, $739). *In only six counties was the median income above that for the state.*

The above figures may be misleading since they do not include any allowance for the cash value of the food, fuel, and clothing produced in the home and on the family plot of land. Because of such self-support, families in the agricultural counties might have higher real incomes than those in the mining counties, notwithstanding the fact that family incomes tended to be $500 to $1000 higher in coal districts. In fact, the state of Kentucky was spending more than a million dollars a month in public assistance in the sixteen leading coal producing counties, thirteen of them in Eastern Kentucky.

The study made clear that vast numbers of Kentucky mountain people were living under conditions far below the American standard, and that children of the area were handicapped by a lack of education, income, and general opportunity.

(3) Educational Levels

According to the 1950 census, the median years of schooling for Kentuckians was 8.4. Of the 44 mountain counties, only two exceeded the state median—Boyd and Madison—the former, an industrial county with the highest family income median in the mountains; and the latter, the home of two important four-year colleges.

The median for the 44 mountain counties was 7.7 years of schooling. In eight of the counties, the median was under seven years of school attendance, with Clay lowest with only 6.2 years.

The figures for illiteracy in Kentucky were disturbing. Selective Service records indicated that examiners had been rejecting one-third of Kentucky draftees as illiterate, twice the national average. United States Census figures on illiteracy in Kentucky which dealt with the total population presented a slightly more optimistic picture.

In 1950 there were 37,060 adults in Kentucky who had not completed one year of school. Of these, 16,061 were in mountain counties. In the state as a whole, 233,060 adults had completed from one to four years of formal education. Of these, approximately 100,000 were in the 44 mountain counties. Very likely reports based on years in school did not tell the whole story of educational deficiencies. Formerly, school terms in the mountain counties were usually shorter than elsewhere in the state, and the quality of schooling had often been very poor.

Salt Trace—a one-room log school house.

(4) School Facilities

While facilities have been improved during the past 50 years, the study showed most of the schools still to be old, outmoded, inadequate and unattractive. This was particularly true of the small rural schools.

In the school year 1949-50, 3127 of Kentucky's 5235 schools were one-teacher schools. Of these one-teacher schools, 2034 (65%) were in mountain counties. Over 100,000 boys and girls attended one-teacher schools. Figures were not available for the mountain counties, but, obviously, a disproportionately large percentage of the one-teacher school pupils were in this region.

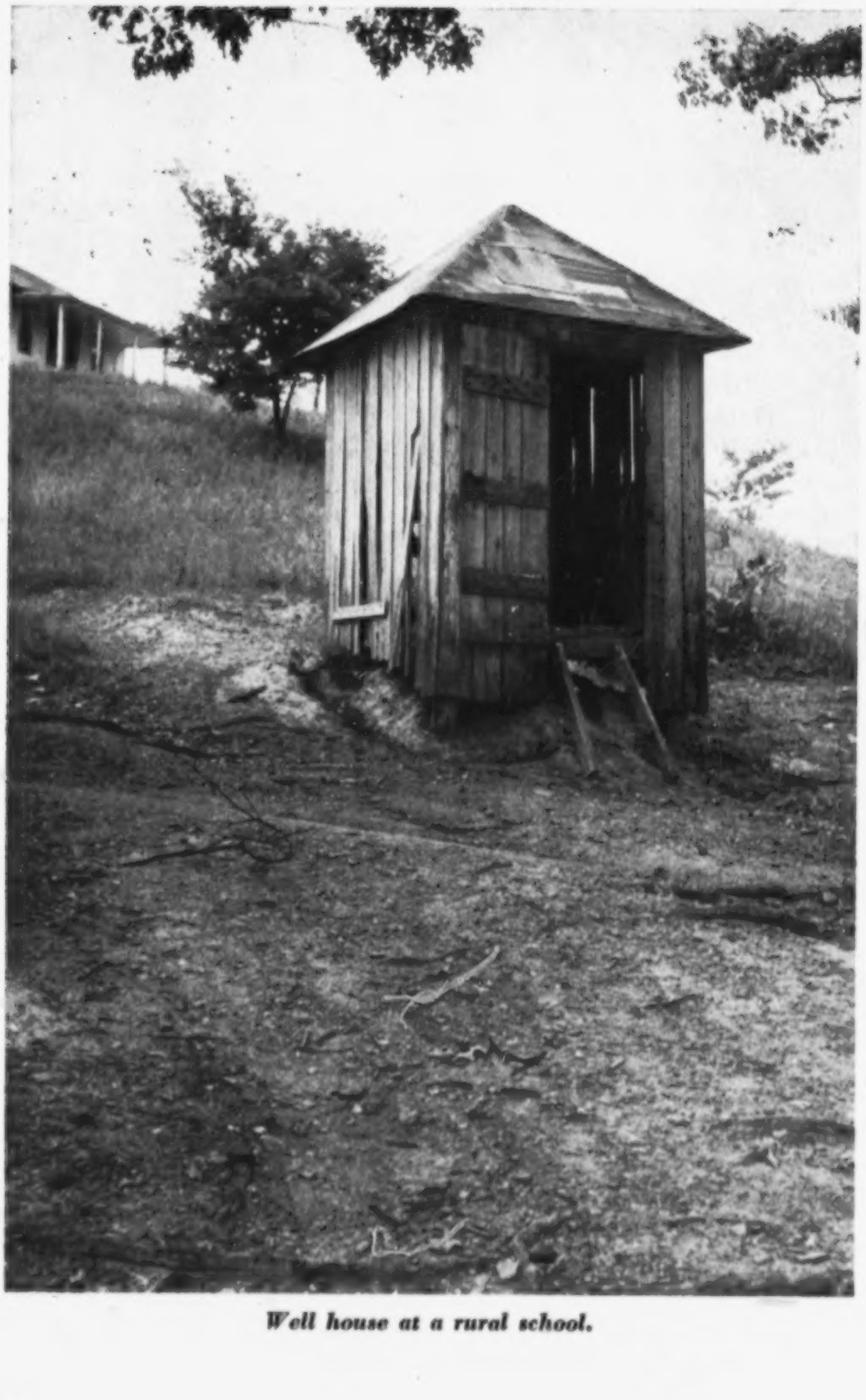
For the year 1949-50, there were 3900 emergency teachers in the state, with 1666 employed in one-teacher schools. Virtually all other certified teachers had completed only two years of college. In some remote localities, certified teachers were not available on any basis. Because teachers could not be found for them, 22 one-teacher schools were not opened at all.

A school facilities survey conducted in 1951 showed that 80 per cent of all school buildings in Kentucky, housing 60 per cent of the elementary school children, did not have central heating systems. Twenty-five per cent of the children were in schools with hand-operated water systems. Thirty-eight per cent attended schools with outdoor toilets.

The State Department of Health, through its Division of Sanitation, reported that: (1) toilets in 90 per cent of the state's school buildings were inadequate or in bad condition; (2) hand-washing facilities were deficient in 87 per cent; (3) water supplies in 63 per cent were unsafe; (4) water disposal in 74 per cent was sub-standard; (5) walls were in bad condition in 72 per cent and floors in 56 per cent; and (6) lighting was poor in 59 per cent and ventilation poor in 57 per cent.

A report from the United States Officer of Education, featured in the Louisville *Courier-Journal,* December 29, 1952, declared that at least $155,000,000 would be required to take care of current school building needs of Kentucky.

Most Kentucky districts had inadequate school transportation facilities for their needs. As a result, many children had to leave home early in the morning and return late in the afternoon. According to the State Department of Education, many children, during a considerable part of the year, left home before daylight and returned after dark.



Well house at a rural school.

These figures did not sufficiently describe the drab, uncomfortable, run-down and shabby quarters where many children of the mountains went to classes. The weed-grown paths; grassless and muddy playgrounds; faded paint; dirt-smeared weatherboarding; cracked window glass; rutted and untidy yards; ill-lighted interiors; stiff-backed desks; potbellied stoves; dim blackboards; corner water buckets; dusty pictures hung too high —all these things and others made many elementary schools in the mountains dismal and uninteresting.

(5) School Enrollments

The laws of Kentucky required that all children between the ages of seven and sixteen shall attend school regularly unless excused by school authorities for valid reasons.

Children of the mountain counties seemed in general to be enrolled in elementary schools, notwithstanding the poor facilities described above. Of the 44 counties, 32 had average enrollments above the state median enrollment of 79.1 per cent. However, there were several counties with exceptionally low percentages of attendance for this age group for the school year 1950-1951: Breathitt, 60.0; Casey, 61.8; Clay, 75.0; Cumberland, 67.9; Clinton, 67.9; Jackson, 67.2; Magoffin, 59.7; and Owsley, 52.3.

In the age group of 14-17 years, usually the high school age group, the median percentage of enrollment for the 44 counties was 61.3. This compared with a median of 69.9 for the state at large. It was worthy of note that eight of the counties had fewer than half of this age group enrolled in school. These counties were: Cumberland, 48.9; Clay, 48.4; Clinton, 47.7; Magoffin, 46.6; Jackson, 44.2; Wayne, 42.7; Casey, 40.5; and Owsley, 36.9.

Taking the state as a whole, on April 1, 1952, there were over 88,000 children in the school census who were not enrolled in school. One of every eight children in the school census was not enrolled, notwithstanding the legal obligation to attend school.

According to a recent report, only one in fourteen Kentucky first graders finished high school. Of 110,334 pupils enrolled in the first grade in 1939, only 15,019 got high school diplomas in 1951.

The above fact was reflected in the relatively smaller number going to college in Kentucky than in many other states. According to the recent report of the Commission on Financing Higher Education, 23,184 of the state's 2,944,806 people were in college in 1950. This contrasts with 39,559 for Minnesota, a state with a comparable population total of 2,982,483.

Further light was focused on the situation as indicated by the number of college graduates from mountain counties. In less populous rural counties, the number of such graduates was very small. There were seven counties in which there were fewer than 50 college graduates. These counties were: Owsley, 45; Wolfe, 45; Clinton, 40; Cumberland, 40; Elliott, 35; Menifee, 35; Martin, 25. The median for the mountain counties was 115 graduates, many were non-resident teachers.

(6) Preparation of Teachers

Since the beginning of World War II there had been a shortage of qualified teachers throughout the entire United States. After the war, this remained a serious problem especially in the mountain counties.

In Kentucky, as in most other states, emergency permits had necessarily been granted to those not meeting standards for teacher certification. The peak year for emergency certification was 1947-48, when 5200 out of a state total of 18,880 teachers were teaching on this basis. The number of emergency teachers decreased considerably since 1948, with 2936 out of a total of approximately 18,000 teachers employed on this basis in 1951-52. However, in 1952-53, the number on emergency certificates again increased, with the prospect of a continued use for the next several years.

According to the U. S. Census for 1950, there were 3900 emergency teachers in the state in that year. Practically all these teachers were in elementary schools. The median number of emergency teachers in Kentucky's 120 counties was 19 teachers. Of the 44 mountain counties, only three were above this median, all in border counties between the Bluegrass and the mountains.

Twenty-four of the 44 mountain counties had 25 per cent or more of their teachers on an emergency basis, and four of these had more than 50 per cent emergency teachers.

(7) Comments on School Programs of Study and Community Activity

What special kinds of teachers do the remote mountain communities require? What special kinds of programs do these schools need? Are these any different for the rural and remote mountain communities than for the state at large?

These are significant questions meriting consideration. Yet it seemed appropriate to insist at the outset that the first consideration was to get good teachers in schools that had had poor teachers for most of the years since they had been in existence.

Without taking time to train a new type of teacher and to develop a special kind of school program, the purpose of Berea College would be to recruit the finest of the current supply of young teacher-graduates for work in these schools. Berea College believed that if there were intelligent, energetic and community-minded young teachers in these schools, both immediate and long range good would result.

Advice From Our Neighbors

No undertaking can long remain successful without the advice and counsel of interested and well-informed persons. This principle was recognized by Berea College even in the early stages of the Rural School Improvement Project and was continued throughout the four-year program.

Many kinds of advice and assistance were sought from a great variety of people. One special group known as the Advisory Committee was selected with representatives from the Kentucky State Department of Education, the University of Kentucky, Eastern Kentucky State College, Morehead State College, Union College, Berea College and two Kentucky county school systems. Representatives were selected from the highest educational agencies in the state—see Appendix A, page 122.

The Kentucky State Department of Education contributed in a most outstanding manner to the success of the RSIP. Members of this group constantly gave of their time, skill, assisted in planning the program, and in selecting personnel.

Pasadena Conference—1953

At the Pasadena Conference, January 3-4, 1953, sponsored by the Fund for the Advancement of Education, President Hutchins presented in essence the following preliminary statement concerning the possibility of the RSIP:

(1) Introductory Note

If the proposed program of educational assistance to rural communities in the mountains is carried out, its initiation will be on the basis of cooperation between the Fund for the Advancement of Education and Berea College, interested only in promoting the improvement in education, promoting improvement in the quality of life in the areas concerned.

Both organizations will be coming in to provide insight, support and guidance to work aimed to benefit local communities and which ultimately must be carried by the people of the area concerned or by their public agencies. Consequently, it seems proper to state explicitly at the outset some of the principles which guided Berea College in initiating the program.

(2) Some Basic Principles

a. *Improvement in education is but a part of the program for improving the quality of life in the mountain area.*

While lack of education is a severe handicap in the mountains, the poverty and backwardness of this area result in low economic and social conditions which they in turn help to perpetuate. Better education of the traditional type cannot solve these broader problems. To bring about broad scale betterment, other agencies than the schools must be enlisted. And of course it may be questioned whether some of these problems can be durably helped at all without drastic alterations in the numbers of inhabitants and economic arrangements.

b. *Improvements in education offers the readiest method of quick, large-scale improvement of the quality of life in this area.*

The economic and educational data from the area show a close relation between illiteracy, one-room schools, low medians of education, and poor teachers on the one hand, and low per capita wealth, low income, poor economic methods, and high reliance on public assistance on the other.

Of course, the cause and effect relationship between these two sets of conditions is reciprocal. Each contributes to the aggravation of the other. But improvement in education is the prior condition for improvement in the other situation. As long as a community is backward and ignorant, it will tend to stay backward and ignorant. But when a community is less ignorant, it will strive to become less backward.

c. *Education must be broader than the traditional skills with words and numbers. It must relate itself to those competencies which are requisite for improvement in living levels. But the paramount educational objective must ultimately be the development of those qualities of mind and spirit which make for civic participation, personal fulfillment, and nobility of spirit.*

Because the educational needs of many people in the region are so elementary, the initial scope of the program must be concerned with the fundamental skills of the school system. Also, the teachers available at the outset will have been trained for this kind of program.

But as time passes and the program gets a footing in the communities, it needs to give more attention to the special problems and possibilities of the people of the area.

Moreover, there should be parallel plans for adult education which would do for the older members of the community what the school program is doing for the youth. After all, it will require some years for the young people to grow up and acquire influence and leadership. To speed up the process of improvement, there must be a program for adult members of the community who are already in posts of influence and responsibility.

d. *The proposed program of education cannot cover all the areas of need but will have to be concentrated in strategic places.*

In the mountains there are 230 counties, too many for the resources of any foundation to cover adequately. In Kentucky, there are 44 counties with over a million people. Here also the area is larger than can be covered with a single comprehensive program.

But this is not to say that nothing helpful can be done. What it means is that we must avoid scattered, local efforts which have no general strategy behind them other than amelioration of an immediate problem in the locality.

What is practical is to concentrate attention on selected localities, seeking a general improvement and providing an impressive demonstration of possibilities elsewhere.

By choosing from five to ten of the more disadvantaged counties and putting teachers there in sufficient numbers to make a dent on the whole problem, real improvement can result. Also, there will need to be able leadership from the outside which can work with the whole group of teachers in the county. We did this on a small scale in Pulaski County and we know what important and lasting results can be secured.

e. *The program must work through existing agencies and utilize such local resources as are available.*

This is essential for obvious reasons. First, it is not planned to duplicate the existing agencies which are already working in the county. Second, these agencies will continue to function when this program is ended just as they have antedated it; therefore, they will carry forward the work of the long future, and any improvement will have to be perpetuated by them. And, third, they contain many of the recognized leaders of the community, and the interest, support and participation is the necessary precondition for public acceptance and continuing support.

By themselves local financial resources are inadequate for initiating a new program. But when joined with money available from the outside, these resources can make an impressive showing.

f. *Ultimately, outside aid will have to withdraw. At that time the program will need to be sturdy enough to continue with local and other public resources available to it.*

Under current conditions, it is difficult to see how many of these mountain areas can bear a greater proportion of the financial responsibilities. On the other hand, it may be that the coal counties have sufficient natural resources to support a far broader program than is now the case.

But the long range likelihood is that state funds will be made more generously available to these needy areas. At the present time, there is before the people for ratification a proposed constitutional amendment which would make possible such a distribution in Kentucky.

Also, there are indications that in the foreseeable future the Supreme Court of the United States will abolish segregation and thus make it possible for communities to have one improved school system rather than the duplicating systems now in use.

In addition there is some likelihood that federal funds will be allocated to states which have as serious educational needs as those of the southern mountains. If this is the case, school programs can go forward rapidly.

If additional money should become available through these means or through other measures as a sales tax for educational support, it will be very helpful to have at hand the examples provided by the program which was indicated in this proposal to the Fund for the Advancement of Education. The results of this program should provide a ready basis for large-scale activities along similar lines.

But if no additional funds should ever be forthcoming, the program will not have been lost. Individuals will have been helped, whole communities quickened, and ways suggested not only for the more efficient utilization of the present educational plan, but also as to how the program might be bettered.

Proposal to the Fund for the Advancement of Education

Following the Pasadena Conference, President Hutchins submitted the following proposal to the Fund for the Advancement of Education and included a copy of the facts discovered by the study conducted by the Department of Education of Berea College. The proposal was as follows:

"Berea College requests assistance for a program aimed at the advancement of education in some of the remote and educationally retarded counties of the southern mountains. We at Berea College believe that many sections of rural Appalachia must have teaching personnel superior to that they have been able to obtain in the past if their schools are to be even reasonably meaningful in promoting better levels of living. As a basis of securing such personnel for some of these localities, we submit this proposal.

"In making the proposal, we wish to call attention to the fact that Berea College has had an intimate interest in the southern mountains for many decades. Almost ninety per cent of the College's students are from this area. Formal and informal extension work has reached parts of the mountain area for a very long time. The area we serve includes 230 mountain counties in the states of Kentucky, Tennessee, North and South Carolina, Alabama, Georgia, Virginia and West Virginia. Most of these counties have serious educational problems but we would like to give our plan its initial application in Kentucky. Thus, Berea College has a regional interest and may be the only educational institution stressing the problems in this mountain area. The College is concerned with a broad problem not actually within the scope of any other single institution.

"Much has been said regarding the problems of the Kentucky mountains. Problems of poverty, isolation, limited economic resources and development, and over-population are evident in almost every mountain community. A low level of educational opportunity is common. While the public school is the social agency found in every community, its effectiveness is reduced because of lack of public interest and support, lack of resources, and because of a shortage of proper teachers. In many places, mediocre and poorly prepared teachers have been so chronically in the schools, there is almost no public awareness of any better possibility or any public demand for improvement. It is usually true that the community with the greatest problems also has the greatest number of poorly trained teachers. Thus the agency which should be rendering the greatest service is unable to meet even the normal demands upon it.

Dr. Francis S. Hutchins, President, Berea College (on left).
Dr. Clarence H. Faust, President, The Fund (on right).

"For example, in four important mountain counties of Kentucky during the year 1951-52, we find this situation in the preparation of their elementary school teachers:

County	*Teachers Without College Graduation*	*Graduates*
Harlan	206	106
Leslie	100	29
Letcher	186	43
Perry	220	37

"There must be several approaches to the problem in order that a satisfactory result may be achieved. Doubtless, the State Department of Education must receive more generous support from the legislature and tax resources. There must be a far more general interest in education and in its quality than now exists. Teacher training programs need basic and substantial improvement. These matters are fundamental and require time for their solution.

"Our proposal is fundamental but could be put into effect immediately and with promise of good results without delay. It is based upon the thesis that better teachers in the classrooms will make an immediate improvement in the situation which now exists. Better individuals can be secured if there is something of particular interest to draw them to difficult tasks. We are quite convinced that in the colleges today and in the teaching profession today are a number of superior persons who would be interested in aiding in the solution of educational problems in the most difficult localities if they could see in such work the possibility of advancement and support."

The Proposal

"1. For the year 1952-53 let us select thirty well-prepared college graduates who are qualified to meet the present teacher's certificate requirements. These thirty teachers would be recommended to county superintendents for employment and placement in schools. The counties and the schools would be selected so that there might be the possibility of convenient contact and supervision. (For example, cooperation might be secured from the superintendents of Harlan, Leslie, Letcher, and Perry counties in Kentucky, which are in the same region.)

"2. These selected teachers would be supervised and visited frequently by a helping teacher thoroughly experienced in rural school work. It might be necessary to have two such helping teachers.

"3. Early in the school year this group of teachers would be assembled in an educational institute of several days' duration for discussion of the most urgent educational problem they have met. For example, it might be that the most urgent problem met would be the teaching of reading. The proposal would be to have the group of teachers come together for assistance in meeting this problem with the finest leadership that could be secured.

"4. These selected teachers would be regular and active members of their County Teacher's Associations and thus would be in constant contact with the whole teaching group of their counties.

"5. After a year's teaching there would be awarded each teacher who had successfully completed the year a generous summer fellowship for study and travel for further preparation for teaching. The fellowship might be as much as $750 in order to encourage the applicant to go outside his or her own state for this study and travel, thus gaining more by the experience.

"6 The hope would be that this program might be continued with the same group of teachers for four years, with new teachers and new schools being added to the program as conditions make possible.

"This kind of program has been discussed with four county superintendents. Each has expressed a very lively interest in it and would be pleased to cooperate. The superintendents see the possibility of securing some interested, able young people. They also see that the participation of these teachers in their county program would be immediately helpful in stimulating their other teachers.

This proposal is based upon the theory that the public school and its quality are fundamental to social improvement in this mountain area. It is based, also, on the belief that there are prepared persons who are interested in helping to meet these problems and that they might be secured if there were some reward offered, some guidance and companionship promised while on the job. It is based on the belief that such a program would result in an immediate improvement of many schools and in a definitely larger reservoir of prepared and able teachers.

"It is suggested that the program might be initiated with a group of thirty teachers. Fellowships would be awarded for a total of three years to any one participant. It is suggested that there might be fifteen new teachers added to the program each year which would give a maximum enrollment in the fourth year of 75.

"The financial implications of this proposal are as follows:

	1st Year	2nd Year	3rd Year	4th Year
Fellowships for Teachers @ $750 each	$22,500	$33,750	$60,000	$56,250
Helping Teachers — Salaries and Expenses	10,000 (2)	15,000 (3)	20,000 (4)	25,000 (5)
Educational Conference — Expenses of leader & teachers	2,000	2,400	3,000	4,000
Administration & Supplies (possibly including jeep)	8,000	8,000	8,000	8,000
	$42,500	$59,150	$91,000	$95,250

"When this program was outlined to the Superintendent of Schools of Pulaski County, Kentucky, he said, 'If you could give me five of those fellowship holders I would remake the program of my county in five years.' Past experience in that county which has about 110 one-room schools gives credence to such an optimistic statement.

"The above proposal, we believe, would have an immediately helpful effect in the schools of this area. We believe, too, that this project might be tied in with others looking toward the improvement of teacher preparation. This proposal might provide a proving ground for teachers with better basic preparation for their work.

"The proposal above is given in outline only. In furthering such an undertaking for the improvement of education in this large area, Berea College would be glad to elaborate on this undertaking and if desired would be pleased to draw into consultation any educational agencies which could make a contribution to the achievement of the purposes stated. We would welcome the opportunity of discussing this project further."

This original proposal underwent modification and revision preceding the start of the program in the fall of 1953. The actual operational plan followed from the beginning is presented in chapter II, page 27-36.

Acceptance

In a letter to President Francis S. Hutchins dated April 9, 1953, Dr. Clarence H. Faust, Director of the Fund for the Advancement of Education, stated that the proposal made by Berea College had been accepted with some changes. The Fund for the Advancement of Education is a corporation established in 1951 by the Ford Foundation. A total of $221,000 was approved for the four-year period. Dr. Meredith Wilson, secretary of the Fund for the Advancement of Education, reaffirmed this approval in a letter to President Hutchins dated May 6, 1953.

CHAPTER II

Purpose, Organization and Operational Plan of the Project

The RSIP was implemented in the fall of 1953. Since formal approval of the Project was not granted until April 9, 1953, those concerned with it did considerable planning and work in order that it might be put into operation during the 1953-54 school year. Conferences were held with members of the Advisory Committee, State Department of Education officials, staff members of the Project, superintendents of schools in the counties to be included in the Project, and others who were concerned.

Purpose of the Project

The Project was founded upon two simple assumptions:—

1. good schools make for good communities, and
2. good teachers are indispensable for good schools.

As early as January 3-4, 1953, President Francis S. Hutchins in his statement at the Pasadena conference set forth six basic principles upon which the Project would operate. They have been listed earlier in this report. (See Chapter I, pages 18-20.)

The purpose of the Project was clearly defined by both of the men who served as Directors. Dr. Luther Ambrose stated in *The Berea Alumnus* in January, 1954, that the Project hopes to:

> "1. lessen the inequalities of educational opportunity which exist in some rural communities,
>
> 2. improve the quality of educational opportunity in some rural schools through the selection of better qualified teachers,
>
> 3. improve the total county school program through cooperation of these teachers and their helping teachers with the superintendent and supervisors, and
>
> 4. channel ideas for improvement back to the teacher-training institutions."

Dr. Pat W. Wear in an article which appeared in *The Berea Alumnus* in March, 1957, restated the purposes of the Project as follows: "The general intent of this Project was to apply on a large scale the principles of school improvement which had been learned from early experiences in counties worked with previously. More specifically the purposes of the RSIP may be stated in this fashion:

1. To lessen the inequality of educational opportunity which exists in some rural communities.
2. To select and train able young teachers for careers in rural education in remote and economically disadvantaged localities.
3. To develop and promote programs of supervision which would accomplish these results:
    (a) train a group of capable supervisors
    (b) improve school staffs through these supervisors
    (c) demonstrate desirability of making such supervision a regular part of public school programs.
4. To gain field experience for the Berea staff and to channel this experience back into campus program of teacher education.
5. To create a demand in rural localities for better teachers and better schools."

All of the points included in the statement by Dr. Wear were either definitely stated by Dr. Ambrose, with one or two exceptions, or implied in his work during the first two years. Dr. Ambrose placed special stress upon the selection of better qualified teachers whereas Dr. Wear emphasized the supervision and training of these teachers. This was a result of experiences showing that the desired type of teachers could not always be employed. (To be discussed more fully in Chapter III dealing with the selection of teachers.) Dr. Wear's statement placed great stress on the supervisory program. He also gave added emphasis to the creating of a desire or a demand on the part of communities for better teachers, better schools, and good supervisory programs.

Miss Adele Brandeis, in an article in the Louisville *Courier-Journal*, April 25, 1954, quoted President Hutchins as making the following statement at the first meeting of the RSIP staff, "You are being given the opportunity to do something you never dreamed you would have the chance of doing. This is your life; spend it now." This statement summarizes in brief the purpose of this Project—to do some things for the advancement of the mountain counties of Kentucky which had never been done before.

Organization of the Project

The organization was as follows: A Director worked under the Berea College Department of Education. During the four-year Project, there were two Directors. Dr. Luther Ambrose, Chairman of the Department of Education of Berea College, served as Director for the first two years, 1953-55. Upon his departure to accept a position of educational leadership in Thailand, Dr. Pat W. Wear, a member of the staff of the Berea College Department of Education, was appointed to the position of Director and served for two years, 1955-57.

Dr. Luther M. Ambrose, Director of RSIP, 1953-1955 (on left).
Dr. Pat W. Wear, Director of RSIP, 1955-1957 (on right).

An Area Supervisor, in charge of each of the four Areas, worked under the guidance of the Director, and with the Teaching Fellows in his Area. An Area Supervisor was a helping teacher working in a specified geographic territory. A Teaching Fellow was a public school employee selected to participate in the RSIP. During the four years of the Project, four Area Supervisors were employed. Mr. Charles L. Kincer served as Area Supervisor in Area I for the entire four years. Mrs. Mabel Jessee served as Area Supervisor in Area II for four years, except the last half of 1956-57 when she left to accept a position with a UNESCO program in Thailand. Dr. Wear supervised Area III during the four years of the Project, in addition to being Director of the program during the years 1955-57. During the first year, Dr. Wear served in Rockcastle County as a special assistant to the County Superintendent of Schools and the county school staff. Mr. Warren Robbins served as Area Supervisor for Area IV for the last three years.

Many committees, groups, and individuals assisted in the Project either in an advisory, consultative, or other capacity—see Appendix B, page 123.

Number of Areas and How Determined

The criteria upon which a county was considered for participation in the RSIP were (1) the need of the county, (2) closeness of the county to Berea College, and (3) the willingness of the Superintendent and the School Board of the county to cooperate in the Project. A total of 14 school systems from the 44 mountain counties studied by the Berea College Department of Education accepted invitations to participate in the RSIP. Thirteen of these were county systems and one was an independent school district within one of these counties.

Table II reveals that the 13 county systems and an independent school district had an even greater need than that displayed by the 44 mountain counties in Eastern Kentucky, as shown in Table I. The median composite rating for the 44 counties was 21. In the 13 county group, only 3 exceeded the median, while 10 were on or below the median for the 44 counties. Although three counties in the RSIP exceeded the median for the 44 counties, the conditions existing in portions of these particular counties indicated a much lower composite rating. For instance:

(1) a strip of Harlan County northwest of Pine Mountain, was isolated from the rest of the county;

(2) some rural, isolated school communities in Letcher County, did not reflect a composite rating as high as the county as a whole;

(3) sections of Perry County had not benefited from the coal economy as had other portions of the county.

A thorough acquaintance with these three sections and their needs indicated that they should be included in the Project.

Table III shows the 13 counties which were originally scheduled to be in the Project, and the number of years each actually participated. Menifee County, however, did not have a Teaching Fellow for the program at any time during the four-year period but participated through use of extension library services. This left a total of 13 counties and an independent school district which became actual participants. Six counties were in the Project for four years; five for three years; two for two years; and the independent school district for one year.

TABLE II

Composite Ranking of 13 Counties Who Accepted Invitations To Be In The RSIP As Compared With The Median Composite Ranking Of 44 Mountain Counties In Eastern Kentucky

County	Composite Rank
Harlan	38
Perry	33
Letcher	30
Median composite ranking of 44 mountain counties in Eastern Kentucky	21
Lee	21
Leslie	19
Clay	18
Jackson	17
Elliott	15.4
Rockcastle	15.4
Owsley	13.4
Wolfe	12.5
Breathitt	12.6
Morgan	8.6

TABLE III

Counties In Each Area And Number Of Years In The Project

Area	County	Years in the Project				
		53-54	54-55	55-56	56-57	Total
I	Harlan	×	×	×	×	4
	Leslie	×	—	—	×	2
	Letcher	×	×	×	×	4
	Jenkins Independent School District	—	—	—	×	1
	Perry (southern part of county)	—	×	×	×	3
	TOTAL	3	3	3	4	—
II	Clay	×	×	×	×	4
	Lee	×	—	×	×	3
	Owsley	×	×	×	×	4
	Perry (northern part of county)	×	×	×	×	4
	TOTAL	4	3	4	4	—
III	Jackson	×	×	—	—	2
	Rockcastle	—	×	×	×	3
	TOTAL	1	2	1	1	—
IV	Breathitt	×	×	×	×	4
	Elliott	—	×	×	×	3
	Menifee*	—	×	×	×	3
	Morgan	—	×	×	×	3
	Wolfe	—	×	×	×	3
	TOTAL	1	4	4	4	—
	GRAND TOTALS (counted Perry County only once)	9	12	12	13	—

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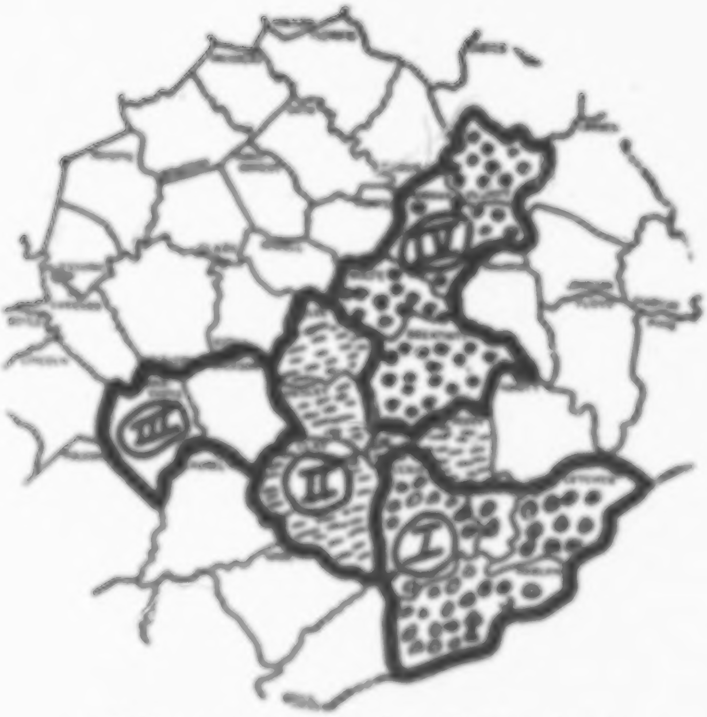
* Totals for Area IV do not include Menifee County because this County did not have a Teaching Fellow but participated only in the Berea College traveling and extension library service.



36 Counties in RSIP According to Areas

AREA I

The counties in Area I were Harlan, Letcher, Leslie and the southern part of Perry.

Harlan County, composite rank—38, participated four years, Green Hills (2, 3, 4),* Pine Mountain (1, 2, 3, 4), Salt Trace (2, 3, 4), and Straight Creek (1), with 13 Teaching Fellows.

Leslie County, composite rank—19, participated two years, Cinda on Cutshin (1), Lower McIntosh (1), Lower Trace on Cutshin (1), and Rhone Gap (4), with five Teaching Fellows.

Letcher County, composite rank—30, participated four years, Bear Branch (1, 2), Colson (3, 4), Coyle's Branch (1, 2, 3), and Whitco (2, 3, 4), with five Teaching Fellows.

Jenkins Independent School District (in Letcher County), participated one year, McRoberts (4), with one Teaching Fellow.

*Perry County***, composite rank—33, participated three years, Delphia (2, 3, 4), with three Teaching Fellows.

Thus, Area I had four counties with seven schools in the

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* Numbers refer to years the school was in RSIP. See Appendix C, page 124; Appendix D, page 125; and Appendix E, page 128.

**Perry County was divided between two Areas. The southern part was in Area I and the northern part was in Area II.

Project in 1953-54; three with seven schools in 1954-55; three with seven schools in 1955-56; and four with eight schools in 1956-57. Twenty-seven Teaching Fellows participated in 14 schools during the four-year period.

AREA II

Area II was composed of the counties of Clay, Lee, Owsley, and the northern part of Perry.

Clay County, composite rank—18, participated four years, Aldridge Rock (2, 3), Brown (1, 2, 3, 4), Goose Rock (1, 2, 3), Lockard's Creek (2, 3, 4), and Manchester (3, 4), with seven Teaching Fellows.

Lee County, composite rank—21, participated three years, Heidelberg (1), and St. Helens (3, 4), with two Teaching Fellows.

Owsley County, composite rank—13.4, participated four years, Fish Creek (1), Lerose (1, 2, 3), and Sturgeon (4), with two Teaching Fellows.

Perry County, composite rank—33, participated four years, Bowlingtown (3, 4), Buckhorn (3, 4), Forked Mouth (1, 2, 3), Gay's Creek (2), Middle Squabble (1, 2, 3, 4), with seven Teaching Fellows.

Thus, Area II had four counties with seven schools in the Project in 1953-54; three with eight schools in 1954-55; four with eleven schools in 1955-56; and four with eight schools in 1956-57. Eighteen Teaching Fellows participated in 15 schools during the four-year period.

AREA III

Area III included the counties of Jackson and Rockcastle.

Jackson County, composite rank—17, participated two years, Letter Box (1), with one Teaching Fellow, and one County Supervisor (1, 2).

Rockcastle County, composite rank — 15.4, participated three years, Disputanta (3, 4), and Red Hill (2, 3, 4), with two Teaching Fellows.

Thus, Area III had one county with one school in 1953-54; two with one school and a supervisor in 1954-55; one with two schools in 1955-56; and one with two schools in 1956-57. Four Teaching Fellows participated in three schools during the four-year period.

AREA IV

The counties in this Area were: Breathitt, Elliott, Menifee, Morgan, and Wolfe.

Breathitt County, composite rank—12.6, participated four years, Little Red* (1, 2, 3, 4), with two Teaching Fellows.

Elliott County, composite rank—15.4, participated two years, Fairview (3), Isonville (4), Concord (3), with four Teaching Fellows.

Morgan County, composite rank—8.6, participated three years, Crockett (2, 3, 4), with seven Teaching Fellows.

Wolfe County, composite rank—12.8, participated three years, Malaga (2, 3, 4), with four Teaching Fellows.

Menifee County, composite rank—14.6, participated three years through use of extension library services but did not have a Teaching Fellow in the Project at any time.

Thus, Area IV had one county with one school in 1953-54; three with three schools in 1954-55; four with five schools in 1955-56; four with four schools in 1956-57. Seventeen Teaching Fellows participated in six schools during the four-year period.

Operational Plan

While certain minor deviations became necessary as new experience was gained, the operational plan of the RSIP was in general as follows:

1. To select initially 24 well-prepared, superior and well-qualified teachers who had graduated from college within the last three years, were willing and able to live in the locality where they taught, and would be willing to remain in the Project for three years.
2. To select 24 additional teachers the second year of the Project.
3. To assist, advise, and encourage these Teaching Fellows through the supervisors employed by Berea College.
4. To screen applicants to be recommended as Teaching Fellows in the school systems.

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* Appendix C, page 124

5. To provide Teaching Fellows who would be employed as regular teachers in the county school system, who would receive the regular salary provided by the county or independent school system, and would be under the direction of the county superintendent in the same manner as any other teacher.

6. To provide workshops, conferences, and other group experiences for the Teaching Fellows.

7. To provide for each Teaching Fellow a grant for summer study and travel upon the successful completion of each year of work.

CHAPTER III

The Teaching Fellows

Selection and Placement of Teaching Fellows

The original operational plan provided for the selection and placement of 24 Teaching Fellows the first year of operation and 24 others the second year, with each group participating for a three-year period. But despite strenuous efforts, only 19 Teaching Fellows were recruited for the RSIP during 1953-54.

This limited response necessitated a reconsideration of recruiting policies. The first requirement, that of recent graduation from college, was adhered to rather rigidly; but the policy stating that Teaching Fellows be "young" was modified. Several Fellows were selected who had been in teaching or other work for some years, and had only recently accumulated the credits requisite for graduation from college. Husband and wife teams were accepted in some of the schools, and this proved to be a very wise plan. Other modifications were made in selection standards whenever the Project might thereby be strengthened or broadened to reach more people. The total number of Teaching Fellows for each of the four years was 19 in 1953-54, 33 in 1954-55, 43 in 1955-56, and 39 in 1956-57. Decisions concerning the placement of Teaching Fellows were made in light of what seemed to be the best for all concerned.

One of the first and most persistent difficulties encountered in the RSIP was to secure Teaching Fellows who could meet the qualifications established for participation in the Project. To some extent, this difficulty was a part of the national problem created by the shortage of well-qualified young teachers. This difficulty was aggravated by the low salary scales characteristic of this region, by lack of adequate facilities, and pleasant living quarters. The maximum county salary combined with the maximum summer study-travel grant resulted in a total below the salary schedules in urban centers of Kentucky. A still wider gap was evident when this total was compared with salary schedules prevailing in states where teachers of the RISP caliber could readily find employment. Isolation was also a deterrent in staff recruitment. Some candidates were discouraged from becoming Teaching Fellows because the RSIP communities were remote and lacked young people of congenial interests, recreational resources, theaters, and shopping centers.

First group of Teaching Fellows and Consultants at Christmas Institute—1953.

The RSIP began too late in 1953 to attract as many teachers as had been planned. Due to low salaries in some counties, Teaching Fellows could not afford to pay for room and board in the RSIP communities, and the schools were too distant for commuting. In other cases, Teaching Fellows could not find desirable living quarters in or near the school communities. Also, there were times when living quarters could not be found in the school community and the roads between the school and the teacher's home were impassable part of the year.

Meet The Teaching Fellows

As shown in Appendices F, G, H, I, J, and K, pages 126-132, a total of 63 Teaching Fellows took part in the RSIP over the four-year period. The lowest number of Fellows was 19 in 1953-54, and the highest was 43 in 1955-56. Nineteen of the women and two of the men were single. Thirty women and twelve men were married. Included in the married group were six husband-wife teams, though one of the husbands was an Area Supervisor and, thus, not included in this list. A total of 49 women and 14 men made up the staff of 63 Teaching Fellows.

Appendix L, page 132 indicates birthplaces of the 63 Teaching Fellows were divided among five states. Forty-nine Fellows (78 per cent) were born in the 44 mountain counties of Eastern Kentucky. Approximately 62 per cent were natives of the 14-county area served by the RSIP. Fourteen Fellows were born outside the 44 mountain counties in Eastern Kentucky, six in non-mountain Kentucky counties, five in North Carolina, one in West Virginia, one in Tennessee, and one in New Jersey. Five members of this group were born in counties which were in the southern mountain region served by Berea College.

As revealed in Appendices M, N, and O, pages 133-134, Teaching Fellows ranged in age from 21 to 48 years at the time of entering the Project. Eight Teaching Fellows, 22 years old, constituted the largest age group. The median age of the total group was 33 years, while the median age for women was 30 and for men, 36. Four men (28 per cent) and 25 women (51 per cent) were 30 years of age or under.

As pointed out by Appendix P, page 135, upon entry into the RSIP, 53 of the 63 Teaching Fellows (81 per cent) held academic degrees. Twelve held no degrees when admitted to the Project but were within a few hours of graduation and continued to work toward their degrees.[*] Twenty-eight Teaching Fellows held B.A. degrees; 23, B.S. degrees; and two, M.A. degrees.

Appendix Q, page 135 sows that, prior to entry into the RSIP, Teaching Fellows had attended 14 various colleges and universities. In most instances, these were the institutions from which they had graduated. Fifty-nine of the 63 Fellows (93 per cent) had attended colleges or universities in Kentucky.

Appendix R, page 136, indicates teaching experience to range from none to 22 years, with a median of four. Ten Teaching Fellows were recent graduates and had never taught. Approximately one-fourth of the group had taught one year or less; one-fourth, from two to four years; one-fourth, from five to 12 years; and one-fourth, from 13 to 22 years.

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[*] See pages 47-48 and 73-74 on study-travel grants.

The Teaching Fellows had recent experiences both in regard to location and kind prior to entering the RSIP. Forty-seven of them (74 per cent) had taught in Kentucky schools. For the most part, this group had taught in the 44 mountain counties of Eastern Kentucky. Two had taught in Tennessee, two in Ohio, one had worked in the on-the-farm Veteran's Training Program, and one had been in the armed services.

The length of time spent by Teaching Fellows in the Project varied from one to four years. Twenty-one of them were in the Project for one year, 19 for two years, 17 for three years, and six for four years.

During the Project Teaching Fellows were employed in three different capacities in public school systems. A large majority (51 out of 63) were classroom teachers. Six were county Supervisors. One served as Supervisor in Jackson County the first two years; one as Supervisor in Elliott County the last three years; another as Supervisor in Elliott County the last two years; one in Clay County, one in Perry County, and one in Lee County the last year. Six RSIP members were principals of the following schools: Buckhorn, McRoberts, Crockett, Lerose, Sturgeon, and Green Hills.

Final group of Teaching Fellows and Consultants—pre-school conference—1956.

Looking For Better Ways

Progress reports by Teaching Fellows often referred to former days when the teacher worked alone because the school was separated from the community by an artificial barrier. They remembered when supervisors were non-existent; when parents thought in terms of "that school" rather than "our school"; when resource people* were unknown; and even when the pupils and teachers were sometimes antagonistic toward each other.

When the Teaching Fellows entered upon the work of the RSIP, they often felt that democracy was only a printed word in a textbook; "Our Father", used in the opening prayer, was a ritual without substance, and "God hath made of one blood all nations of men," a truth demonstrated by the simplest geography lesson, had not been applied to practical situations.

Four years is a very short time in which to attempt broad educational change. To be sure, physical change may be fast and spectacular, as in the building of the Buckhorn Dam within the RSIP territory. In this construction project, giant bulldozers changed the terrain and forcibly controlled the river for the betterment of the people.

Educational forces have also exerted great influence and wrought significant changes. Teaching Fellows were persistent in their task of eradicating ignorance, disease, fear, and poverty. But instead of employing "bull-dozing tactics," they had regard for the worth and dignity of each individual.

We Helped In These Changes

Nevertheless, some very definite changes did take place during the four short years of the RSIP.

One of the Teaching Fellows who had a broad view of the school program expressed this significant fact:

> "Having been a teacher in the same school prior to the RSIP program, then coming back into the school after one year of RSIP supervision, I find the trend of teaching and general conditions much improved."

While this kind of comment could be multiplied many times, only significant points either reported or read from reports of Teaching Fellows are recorded below. Under each major heading, two sections appear: the first pointing out the apparent situation prior to the coming of the RSIP to the territory, and the second showing the improved situation during the RSIP.

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* See Appendix B, page 128.

It would be as untrue and unfair to say that the situations were the same in all counties prior to the coming of the RSIP as it would be to claim that the improvements and changes took place in the same degree in all areas. The intention below is to indicate some over-all conditions which were definitely known to exist and to point out some changes which seemed to have resulted from the work of the Teaching Fellows. Statements below reflect a composite picture based upon many and varied observations.

Changes In Curriculum

Prior to the RSIP	During the RSIP
1. Curriculum rigid.	1. Curriculum more flexible.
2. Reading program based mostly on one textbook.	2. Reading program broader and more comprehensive.
3. Program in English based on formal grammar, diagramming of sentences, and drills.	3. Program in English broadened to include creative writing and practical English usage, both oral and written.
4. Curriculum based mostly on the three R's.	4. Basic skills curriculum greatly improved and curriculum extended, broadened and enriched.
5. Individual needs given little attention.	5. Individual needs provided for in a more effective manner.
6. Community activities limited in number and most of them non-school related.	6. Community activities more wholesome and, in most instances, related to the school.
7. Concern for curriculum negligible.	7. Concern for an improved curriculum of major import.
8. Work in various subjects taught without much relationship to each other.	8. Work in various subjects correlated to bring out relationships necessary to an improved instructional program.
9. Learning based more on rote memorization processes.	9. Learning based on creative and logical thinking processes.

Changes in Methods of Instruction

Prior to the RSIP	During the RSIP
1. Schedule of day's activities broken into small segments of time.	1. Schedule provided for using large blocks of time and the treatment of instructional patterns under broad headings.
2. Pupils grouped strictly according to accomplishment.	2. Pupils regrouped for instructional purposes based on need, ability, and experiences.

3. Experiences of pupils at school limited almost entirely to the classroom.	3. Experiences of pupils at school broadened and enriched to include many non-classroom activities.
4. Instructional methods unproductive, uninteresting, and in many cases, having little real meaning for pupils.	4. Instructional methods usually stimulating, interesting, and meaningful.
5. Concept of what constituted good teaching based mostly on the accumulating of facts and ability to memorize.	5. Concept of what constitutes good teaching based on the growth of the individual, the role of the individual in his society, and the development of wholesome human relationships.
6. Classroom procedure organized on the basis that the teacher was the only one capable of making decisions.	6. Classroom procedure organized to include all members of the group and to reflect the principles of shared respect and shared responsibility.
7. Physical appearance of the classroom drab and uninviting.	7. Physical appearance of many classrooms made attractive and pleasing — a place where pupils "liked to be."
8. Instruction based on many small segments of learning.	8. Instruction based on utilizing units of instruction to greatest advantage.

Changes in Use Of Materials

Prior to the RBIP	During the RBIP
1. Use of audio-visual materials very limited in many situations.	1. Use of audio-visual materials greatly expanded to include records, projector, phonographs, etc.
2. Selection and use of materials very limited.	2. Selection and use of a wide variety of instructional materials.
3. Use of out-of-class activities practically unknown.	3. Use of many out-of-class activities such as field trips, excursions, etc.
4. Free and inexpensive materials not used to any appreciable extent.	4. Free and inexpensive materials secured and used to great extent.
5. Work at science centers and reading areas unknown, since such places did not exist.	5. Work at science centers and in reading areas supplemented other readings.
6. Bulletin board space left bare, or in many cases there were no bulletin boards.	6. Bulletin board space obtained and used in effective manner.
7. Pictures and news clippings files had not been introduced into most schools.	7. Pictures and news clippings files used to great extent.
8. Instructional materials made by students usually thought of as "playing at school" or "a waste of time."	8. Instructional materials made by students from seemingly worthless materials resulted in many profitable learning experiences.
9. Little use made of materials furnished by local business and industry.	9. Great use made of local "waste and rejected" materials furnished by business and industry.

Changes In Health, Physical Education, and Recreation

Prior to the RSIP	**During the RSIP**
1. Play periods disorganized and considered as a time when the teachers did not have responsibility.	1. Play periods staggered, well-organized and supervised by teachers.
2. Clean and sanitary school conditions given little attention.	2. Clean and sanitary school conditions stressed.
3. Health services very limited.	3. Health services such as vaccinations, dental clinics, and X-ray services widely used.
4. Pupils vision of little concern beyond a routine annual eye check.	4. Pupils vinion checked and glasses provided, if needed.
5. Eating habits of children supposed to be concern of the home and not the school.	5. Eating habits of children studied through diet surveys with proper follow-ups made.
6. Games usually those devised by children and played without supervision.	6. Games, both indoor and outdoor, organized and supervised properly.
7. Lunches for many of the pupils packed at home and eaten at school without too much teacher concern. Many pupils had no lunch of any kind.	7. Lunch programs, providing good meals for all children, also included concern for proper manners, blessings before meals, and desirable eating habits.
8. Pupils allowed to buy candies and soft drinks as a part of their "snack" period.	8. Pupils encourged to eat raisins, ice cream, or drink milk at their "snack" period.
9. Little utilization of local health agencies.	9. Great use of local, state, and federal health agencies.

Changes in Library Services

Prior to the RSIP	**During the RSIP**
1. Extension books from Berea College and the State Extension Library were practically unknown.	1. Extension library books secured from Berea College and the State Extension Library were distributed to and read by pupils.
2. Books from county libraries used to small extent.	2. Books from county libraries used more than before.
3. Services of bookmobile units not used in many counties.	3. Services of bookmobile units greatly expanded.
4. Files of instructional materials few in number and poorly prepared.	4. Files of instructional materials established and used in the school.
5. Library services separate from instructional program.	5. Library services and classroom instruction considered as belonging together.
6. Donations very limited.	6. Donations of books from large city libraries and local sources of great assistance.
7. Reading of books thought of as pupil activity and not for adults.	7. Reading of books by the adult population of the community very pronounced.

8. The need for library services not awakened to any appreciable degree.	8. The need for library services by teachers, pupils, and members of the community, more apparent.
9. Few or no periodicals used in the schools.	9. Thousands of magazines contributed for use in classrooms by individuals and civic organizations.

Changes in Organization and Administration of the School

Prior to the RSIP	During the RSIP
1. Play periods showed little evidence of desirable organization or administration.	1. Play periods were well organized and properly supervised.
2. Lunch periods were a time during which many students ate their lunches hurriedly in order to have time for play (usually big muscle activities).	2. Lunch periods were used to teach acceptable eating habits, proper kinds of foods, and participation in quiet games.
3. Teachers spent little or no time in planning for their group of students.	3. Teachers spent considerable time in planning for their group of students.
4. Little time was spent in connection planning for and with the community.	4. Much time was spent in working with individuals and groups in the community.
5. Teachers were often disillusioned by the lack of concern of others for the work they did.	5. Teachers were motivated to do a better job because someone cared what kind of work was being done.
6. Staff meetings in some of the larger schools were often monopolized by the principal with little concern for the interests or needs of the other members of the staff.	6. Staff meetings reflected better planning, were more democratic in nature, and were concerned with the total welfare of all concerned.
7. Instructional time was usually devoted to rigid subject matter areas in which teaching and learning was often divided into small segments.	7. Instruction was based on the concept of broader areas of interests and needs.
8. Over-all administration and organization was thought of as a task to be done.	8. Organization and administration was thought of as a means of implementing the philosophy of the total program.
9. Little evidence of school-community cooperation.	9. Members of community played major role in planning.

Changes in Counseling and Guidance

Prior to the RSIP	During the RSIP
1. Cumulative records or records of any type not kept or used in many schools.	1. Cumulative records established and used for each pupil.
2. Pupils had no part in determining standards of conduct.	2. Pupils helped to decide upon standards of conduct.

3. Efforts exerted by pupils often based on "self-seeking," hate, and distrust.	3. Efforts exerted by pupils and teacher toward being kind, gentle, and understanding of each other.
4. Pupils often "labeled" according to previous family background, section from which they came, or their own behavior patterns.	4. Pupils studied to determine what they were like as individual personalities and how they could profit most while in school.
5. Achievement and other kinds of standardized tests practically unknown.	5. Achievement, I. Q., and other kinds of standardized tests administered in order that teachers might work more effectively with children.
6. Knowledge of how children grow and develop very limited.	6. Knowledge of how children grow and develop assumes greater interest on the part of teacher.
7. The laws of learning thought of, if at all, under old concepts and in the absence of present day knowledge.	7. The laws of learning re-evaluated in light of recent research.
8. Few opportunities which provided for emergence of community leadership.	8. Many community activities provided which fostered development of community leaders through the school.

Changes in Relationships Within The Class

Prior to the RSIP	**During the RSIP**
1. Pupils did only what teacher demanded, or less if possible.	1. Pupils accepted some responsibility for putting democratic principles into operation in the classroom.
2. Protection of property under control of teacher.	2. Protection of property the responsibility of everyone.
3. Teacher attempted to be absolute ruler at all times.	3. Teacher was a leader and guide.
4. Pupils had no part in decision making.	4. Pupils shared in decision making.
5. Pupils concerned with learning or doing what the teacher said to do.	5. Pupils more concerned with learning as a worthwhile activity.
6. Freedom to think and make decisions stressed very slightly, if at all.	6. Freedom to think encouraged as a basis for the making of wise decisions.
7. Pupils were "followers" in most situations.	7. Pupils served in many leadership roles such as welcoming visitors, leading discussions, and planning activities.
8. Abilities and experiences of pupils were unused in many cases.	8. Abilities and experiences of pupils used on all possible occasions to make classroom activities into a small democracy in action.

Changes in Concepts

Prior to the RSIP	During the RSIP
1. People of other lands far-removed from the world of pupils and teachers.	1. People of other lands became real living individuals. Many foreign visitors taken into the schools by the RSIP staff.
2. Ideas of other countries learned primarily from books.	2. Ideas of other countries made more concrete and real by representatives of foreign countries coming to their schools and the Teaching Fellows going abroad.
3. Ideas of what are "my rights" centered mostly around "self."	3. Ideas of "what are my rights" thought of in terms of the rights of others.
4. Ideas of "what are my responsibilities" not recognized or accepted to any great degree.	4. Ideas of "what are my responsibilities" changed in light of responsibilities which must be borne by all members of a democracy.
5. Attitudes toward "foreigners" one of skepticism.	5. Attitudes toward people of different races and nationalities were more respectful.
6. Religious views usually limited to denominations represented in their communities.	6. Religious views broadened to accept the fact that the people of the world hold to and respect many forms of worship.
7. Concept of the physical world very limited.	7. Concept of the physical world grew and expanded.
8. Appreciations very limited and scope confined to the offerings of their own small world.	8. Appreciations of all kinds improved.
9. Lack of ability to think creatively and logically in solution of problems.	9. Development of thought processes pointed toward the logical solution of problems.

Use Of Study-Travel Grants

The Teaching Fellows took advantage of study-travel grants —$500 to $1000 each summer upon successful completion of the previous year's work—and these grants were used for study, travel, or a combination of the two.

The RSIP members traveled in 48 states of the United States, as well as Cuba, Hawaii, Canada, Mexico, and Europe. A minimum of 500,000 miles was traveled by Teaching Fellows under study-travel grants during the four-year period.

Nine of the Teaching Fellows visited European countries. They brought back to children in the narrow hollows and remote schoolhouses of the mountains, word of strange and distant places where other tongues were spoken and different ways of living prevailed, but which were, nonetheless, a part of one world and of their own generation. Stories of the regions of the Thames, the Seine, the Rhine, and the Tiber thrilled those who had only known the Cumberland, the Big Sandy, the Middle Fork and Lower Squabble Creek.

Materials were brought back from these countries also. The excitement was not alone for the children but also for the Teaching Fellows and adults of the communities who had not known a world with such wide horizons. The ringing of Big Ben, the beauty of a Norwegian fiord, a view of St. Peter's, a look at Mount Etna, admiration of giant sequoias, and the thundering of Old Faithful were experiences shared and re-shared among the children and adults in the mountains. These were new and real experiences, a part of a New World. The teacher taught about these sights in a way that would be remembered. She had been there.

Teaching Fellows studied at the leading colleges and universities in this country.* Considerable professional growth was displayed by the advancement in degrees earned. At the end of the Project, all but four of the 12 Teaching Fellows who did not have a college degree upon entry into the program had earned such a degree.** A total of 17 Teaching Fellows had earned degrees during the Project; eight Bachelor's degrees and nine Master's degrees. The number of academic degrees had increased from 53 to 70.

Many Teaching Fellows started degree work which they were not able to complete during the lifetime of the Project. Due to the momentum of the RSIP, the four who did not have degrees stated that they would complete this work soon. Twenty-three Teaching Fellows indicated that they intended to complete work started under the RSIP for the Master's degree. One Fellow planned to do work beyond the Master's degree.

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* See Appendix S, page 136.
** See Appendix P, page 135.

CHAPTER IV

The Pupils

Characteristics Of The Pupils

Approximately 5,000 pupils were under the direction of the Teaching Fellows and Area Supervisors during the four year Project. Other pupils who were not in the classrooms of Teaching Fellows were affected by what happened in the RSIP. In this category, there were approximately 45,000 additional boys and girls.

In many ways the children in the territory served by the RSIP were like children living in Western Kentucky, in the Middle West, in crowded cities, and in the far-flung corners of the earth. Probably a few pupils in each of these schools did not have what seemed to be desirable backgrounds, adequate clothing, proper food, acceptable manners, or wholesome health habits. Such situations existed in Eastern Kentucky to a more pronounced degree. Since great men like rail-splitting Abraham Lincoln, born within a short distance of these mountains, experienced many of the same handicaps, haste in passing judgment on the area should probably be tempered with caution. The fact that great men come from these mountains does not justify poor conditions.

Thus, while some mountain children were advantaged, many were disadvantaged due to such situations as: (1) inadequate transportation, (2) unsatisfactory medical and dental services, (3) lack of stimulating cultural advantages, (4) lack of satisfactory recreational programs, (5) isolation, (6) improper diet, (7) undesirable health habits and conditions, (8) low family incomes, (9) poorly prepared teachers, (10) insufficient school equipment, and (11) buildings inadequate to meet needs. In order to stress their effect on pupils, these 11 features are discussed as follows:*

(1) Inadequate Transportation

Good roads were rare except for the black-top ribbons connecting towns and villages. Many pupils walked a long distance to school or to the nearest school-bus stop.

(2) Unsatisfactory Medical and Dental Services

The scarcity of medical doctors and dentists was very pronounced. In some cases, there was an unconcern about the services rendered by these two groups. Some parents did not take children to a doctor except as a last resort. Others thought of the dentist only in terms of pulling teeth which ached intolerably. Preventive aspects of medicine and dentistry were too often ignored.

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* Items five, eight, and 11 are discussed in Chapters I, VI, and VII.

(3) *Lack of Stimulating Cultural Advantages*

Isolation, low income, and educational retardation diminished the cultural advantages in some parts of the area.

(4) *Lack of Satisfactory Recreational Program*

Most of the communities had little or no organized recreation. The Saturday night square dance, the Sunday ballgame, the occasional party, and church programs constituted about all that could be called group recreation. Almost all of this recreation was apart from school activities.

(6) *Improper Diet*

Improper diet was attested by diet surveys, observation of lunches brought from home, lack of school lunch programs, and refusal of pupils to eat proper foods even after such was provided. School lunch programs were lacking in many schools.

(7) *Undesirable Health Habits and Conditions*

Health rules were commonly broken by failure to observe such habits as washing hands before meals, proper care of teeth, cleanliness of clothing, and adequate amount of sleep.

(9) *Poorly Prepared Teachers*

Eastern Kentucky had more than its share of emergency teachers, many of whom had not studied or traveled outside the area where they were reared. To many of them, teaching was only a side line not a profession.

(10) *Insufficient School Equipment*

The best school equipment in many of the schools served by the RSIP met only minimum standards of acceptance. Another classification included pieces of equipment which were damaged beyond the point where they could be used. A third classification included pieces of equipment which had been salvaged and put into use as a result of the work of members of the community, teachers, and the pupils. Playground equipment was scarce. In almost all instances, school rooms were heated by either pot-bellied or box-type stoves.

All of these things working together had a tendency to produce low scholastic achievement, poor school attendance, and improper attitudes toward education, often reducing community effectiveness. For example, the percentage of attendance for the territory was low as compared with the rest of the state; and, due to illiteracy, more young men from this area were rejected by the Selective Service officials than from any other comparable section of the state.*

In spite of these shortcomings, the pupils in the mountains of Eastern Kentucky possessed many needs and interests, likes and dislikes to be found in other groups of American boys and girls. They needed to have opportunities to grow up, to be healthy, to learn, and to enjoy the many fine things which could be theirs. They had desires for a better way of living, for better standards, and for a greater knowledge of the world around them. Therefore, many forsook their communities when they were old enough to make their own decisions.

Like children elsewhere, mountain children liked to tease their teachers. Boys often liked to wear their caps indoors. Girls and boys found it easier to remain dirty than to take a bath. On the other hand, they wanted to have a hand in making decisions, to be respected as individuals and to know that they could make a contribution to their groups.

Ways Pupils Have Grown

Academic achievement was one of the most outstanding features of the entire RSIP program. With the improvement of instructional procedures, the introduction of a wide variety of teaching materials, the emphasis upon out-of-class activities, the expansion of the reading program, and the use of resource persons, pupils advanced in academic subjects to an unprecedented degree. In many instances, the reading level of some pupils was raised as much as three or four years in a single school year. Pupils often expressed their interest in academic subjects by saying that school had not been so interesting before and that they had not been previously brought to see the connection between what they were studying and real-life experiences.

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* **A Study Of Health Care Services And Facilities In The Southern Appalachians,** made for the Council of the Southern Mountains, by Tuskegee Institute, 1955.

Academic achievement was stressed in all schools.

Physical growth of pupils has been most pronounced over the four-year program. Children of this age would normally be expected to show growth. Records kept by teachers show conclusively that physical development went hand in hand with improvement in eating habits, with the getting of more adequate sleep, and with the application of other health rules. The cheeks of children, which had otherwise been sunken and pale, began to put on a new look of plumpness and desirable color. Height and weight charts showed that many who were underweight gained steadily and were finally placed in the satisfactory group.

Social development was evident in every school. Pupils who before had been very shy upon the approach of visitors, or who had hesitated to talk before the class, were made to feel that they were capable of taking an active part and that they could share in a satisfactory manner. One of the most pleasing developments was to see children meet, greet, and converse with "foreigners" and to know that these were the same children who had once expressed a dislike for those whose skins were different from their own. It was pleasing to see pupils developing leadership by their activities in the class and on the playground, and to know that they were learning principles of fair-play to be of value to them throughout their lifetime.

Moral conduct and pupil interests in many of the better things of life was evident on every hand. There was a great interest displayed by pupils in religious training, evidenced by enthusiastic study of Bible stories, grace before meals, and general concern for each other. There was great reduction, and in many cases a complete absence of fighting on the playground and use of profanity during conversations.

Kinds Of Activities In Which Pupils Engaged

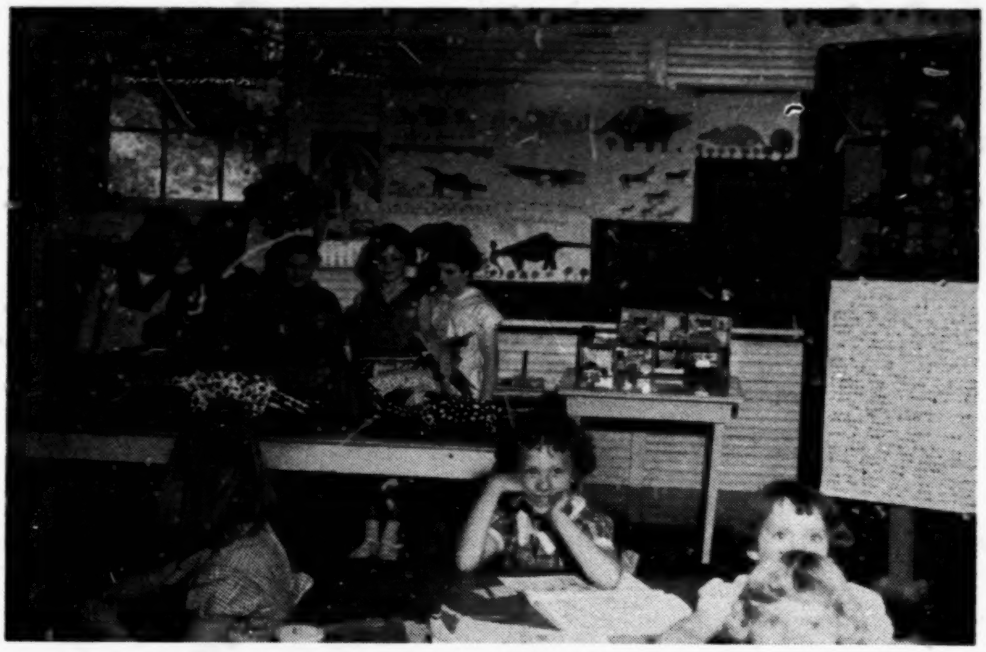
Classroom Activities In General

Quotations from the Teaching Fellows illustrate the kinds of activities growing out of new concepts and ideas gained during the Project. One teacher stated:

> "In the past years my teaching method was to use the textbook and work only for the mastery of facts, disregarding the other factors which were essential to the preparation of the child for life in his community. This year, with the help and advice of my Area Supervisor, I began to change my teaching methods altogether. I began to stimulate and organize the interests and experiences of the children and to use these as stepping stones from one activity to another. This led the group to work on units and projects which in turn led the children to acquire habits, abilities and skills which will be their resources in adult life."
>
> "In the beginning of this type of work, I had to watch for chaos, confusion, and other undesirable activities. This soon passed and the children developed a sense of cooperation, sharing and the satisfaction of getting something done. They also have a different attitude toward the school, the work, and their classmates. They now have a feeling of belonging and working with greater ease, freedom, satisfaction, and pleasure than ever before. There is no longer work under strain and tension of doing something because it is mandatory."

Another report said:

> "When school started, there were some that would not open their mouths. By the end of the year they talked with more ease. They had found things about which they could



Pupil satisfaction in working cooperatively on a unit—"Prehistoric Animals".

talk. At the beginning of the year, there were some that could not play without fussing with other children. At the end of the year, these fusses were fewer in number. They had begun to learn how to work and get along with each other."

Experience Beyond The Classroom

Pupils were provided many kinds of field trips or non-classroom experience, including trips to study things in nature, to see a bank or an industry, to watch a telephone exchange in operation, to ride a train, or to visit a city or a cave. These were new and different kinds of learning experiences. One Teaching Fellow stated that:

> "Many of our children went on trips this year to Lexington, Frankfort, Bardstown, Hodgenville, and Mammoth Cave, who had previously not been out of our county.

Another Teaching Fellow, reporting on a train ride, said:

> "One of the most pleasant highlights for the children this year was the experience of riding a train for the first time. I had no idea that approximately one-fourth of my children had never ridden a train before. Each child had the experience of buying his own ticket, boarding the train, etc. They had a lot of fun on the train and learned many new things. Afterwards, when we talked or read about trains, they had a much clearer understanding of what it was all about."

Health Surveys and Follow-Up Experiments

Many kinds of surveys and activities were used in connection with health habits to discover what was being done, and to encourage better practices. One of the most interesting follow-up experiments was one with two rats, conducted by many groups of children. One rat was fed proper foods while the other was fed soft drinks, cakes, candies, etc. Both rats were weighed at the beginning, during, and at the conclusion of the experiment.

Pupils experiment with proper nutrition.

There were many learning experiences in addition to those related to health habits. Arithmetic was used in calculating per cent of loss and gain in weight and in the making of charts and graphs. Art ability was employed in drawing sketches of rats before and after the experiment depicting the slick, healthy rat and the scrawny, sick one. English came into play in describing what happened, how the experiment was conducted, and the results. Health learning was related to kinds and amount of foods, stressing their importance to health, and implications for children's diets. The importance of science, as a method of arriving at truth through research, was dramatized by the manner in which this experiment was conducted. The rat experiment also expressed many social ideas: that healthy people are happier, that happier people work together more effectively (the poorly fed rat was very irritable), and that when people work together, the results are usually better for all concerned.

Another Teaching Fellow's comment showed that pupils can be led to improve their health habits:

> "Almost all of the habitual "dope (carbonated beverages) drinkers" have reformed. They are now drinking tomato juice, orange juice, and grapefruit juice. There was a time when I thought they would never change. It just shows how one can get fooled but that was a case in which I am glad I was fooled. Several children are also drinking milk at home."

Pupil Reading

Quality reading by all children was emphasized.

During the RSIP the amount of reading done by pupils increased to a marked degree, as was shown in reports from the four sources from which books were secured: school libraries, county libraries, Berea College traveling libraries, and bookmobile libraries. The availability of good books and an increased interest in reading were often mentioned by pupils as their reason for believing that the schools were better than before.

School libraries were few and poorly equipped to take care of reading needs. There was not a single well-equipped or properly-staffed elementary school library in the entire region served by the RSIP.

There were a few **county libraries** usually located in the county seat. In most cases, their books were not selected to meet the needs of elementary school children. This handicap made the county library a less effective source of reading material.

Berea College traveling libraries served the schools in the RSIP during the four years of the Project. A traveling library unit was generally thought of as a box of books on a particular reading level. As methods of instruction began to improve, requests for books from the traveling library changed greatly. Teachers and students began to ask for books on particular subjects and areas. Books were also provided for professional study projects or personal reading of RSIP staff members.

Appendix T, page 137, shows the number of books circulated to pupils in the RSIP schools from this source. Berea College library statistics indicated that each book was *read* a minimum of ten times before being returned.

This interest in reading was the result of many factors, but concern for an enriched scholastic program was the greatest factor. A new world of ideas and facts opened up for many who had known reading only as a "sing-song" or word-calling task.

During 1952-53, prior to the RSIP, pupils in schools later to be sponsored by the RSIP read 24,310 books. Each of the four years of the RSIP, the pupils in these schools read the following number of books from Berea College traveling libraries: 1953-54, 38,920; 1954-55, 69,320; 1955-56, 65,100; and 1956-57, 47,870. This would mean that the year before the RSIP program the students read 24,310 books as compared with 47,870 books read during the last year of the Project. This was an increase of 23,560 books. These Berea books were read in addition to those secured from other sources. Some decreases in the use of the Berea traveling libraries were due to improvements in bookmobile library services and school libraries during the course of the Project.

Menifee County did not have a Teaching Fellow in the Project. Prior to the time an Area Supervisor was assigned to this county, 1952-54, no books from the Berea College traveling library were read in the schools. During the three-year period, 1954-57, when an Area Supervisor worked with these Menifee County schools, a total of 30,530 books were read.

The boy is pretty.
The boy is holding
The boy is looking at
The dog is pretty
The dog is good.
The dog likes the boy.
The boy has a red sh

The good teacher stresses both enrichment and enjoyment in an adequate reading program.

Bookmobile libraries served the schools in the counties in which the RSIP operated. The significance of the contribution made by them is shown in Appendix U, page 138. In eight of these counties, the bookmobile service did not begin until the 1954-55 school year. These circulation figures are large as compared to the circulation figures shown in Appendix T, page 137. It must be borne in mind that the figures for the Berea College traveling library are only for those schools in the RSIP, while the figures shown in Appendix U are for *all* of the schools in a given county.

It was interesting to observe that, in most cases, a great amount of reading was being done from both sources. Counties near Berea usually took advantage of the Berea College traveling libraries, while schools which were far-removed were the ones most often using the bookmobile library service.

In 11 of the counties shown in Appendix U, the circulation increased during 1955-56 over that of 1954-55. Some of the bookmobile librarians were of the opinion that a significant portion of this increase was due to the effect upon the county of the RSIP.

KENTUCKY BOOKMOBILE
FREE LIBRARY SERVICE

Reading interests of pupils were broadened by RSIP.

All of these activities described above were simply instruments creating changes reported in Chapter III — The Teaching Fellows. Supervisors and Teaching Fellows took the lead in bringing about improvements in curriculum, methods of teaching, etc., but most of the actual good came from pupil activity. Few, if any, of such changes could have been made without the cooperation of pupils and their parents. Therefore, the nine changes mentioned in Chapter IV should be considered in light of their significance to the pupils as well as to the Teaching Fellow and the Supervisor.

New Attitudes For Old

A major concern of all Teaching Fellows was how to make school more attractive and interesting other than by physical means. One Teaching Fellow stated this:

> "Great progress has been made this year in improving the attitudes of children. At the beginning of the year, the pupils wanted to hide their inadequacies. Now they feel free to discuss with the teacher and their fellow classmates the subjects and areas which need more concern. The child who is not the best in his class, no longer feels ashamed or resentful. By grouping children according to ability, we made the work more meaningful and useful to them."

The creation of democratic feelings and the use of democratic action in groups was not always easy, but pupil reaction which came to pupils was indicated by another statement:

> "During our year's work, I tried to develop a democratic feeling among the children in my room. They helped plan the activities and set up the rules and standards we lived by while in school. They loved making decisions and felt that they had a right to express their thought and ideas."

Attendance seemed to improve as the pupils became more interested in their school work. This was expressed by a Teaching Fellow in a one-teacher school:

> "I think the most significant thing that was accomplished in our school last year was that the children came to love school and to regard attendance as a pleasure rather than just something to be done or not to be done as their "whelm" struck. Our average attendance was almost 90 per cent and would have been higher except for unfavorable weather conditions."

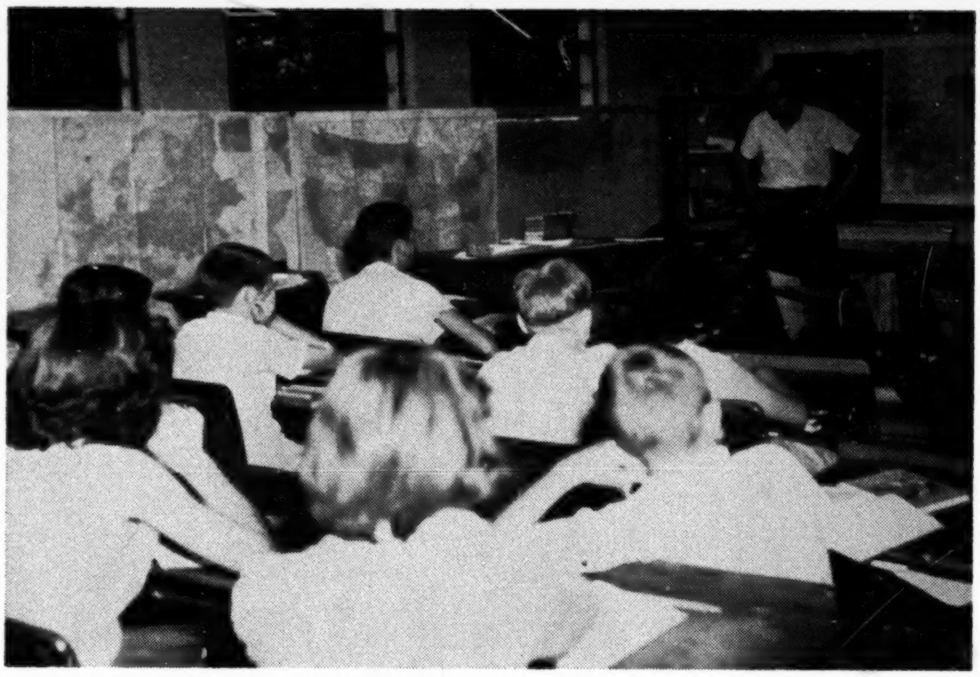
To many pupils, school had been a place to be shunned and the teacher a person who "yelled at pupils and was always finding fault". Another Teaching Fellow reported a situation of a different type:

Children working together on a "Unit on Housing".

> "The children had not formerly liked school or thought of it as a pleasant place to be. They had received no sense of achievement in their work or personal satisfaction of their own worth. I did very little blaming; I did much praising. Each of us was a member of a group, a vitally important member, without whom the group could not function to its fullest capacity."

Feelings of race hatred were very pronounced in some of the schools at the beginning of the Project. A young woman teacher reported that "racial prejudice was strong in this community. Some of the children who had never seen a member of another race, just hated them." Another group of children was highly pleased when a group of foreign visitors, whose skins were different from their own, visited their schools. The teacher knew in advance of their coming and tried to prepare the pupils for a worthwhile experience. After the departure of the group, the teacher was interested to know how much the pupils had learned about the geography of their visitor's country, customs, manner of dress, etc. While she was pleased that they knew many of these things, she was greatly amazed at their remark, repeated almost in unison, "Why didn't you tell us that they were *real people?*"

One youngster was delighted that a visitor from a distant land had taken time to pat him on the head and had compli-



Visitors from foreign lands become "real people".

mented his school. The Teaching Fellow reported this incident as follows:

> "One of the most satisfying remarks made to me during the entire year was when one boy came up to me after we had a visitor who seemed genuinely interested in us. 'You know, I believe that our school is important this year.' What a wonderful feeling to be important to someone."

Some of the seemingly insignificant changes often go unnoticed. A report of such change read:

> "Even though there have been times of discouragement, I know that there has been some good which has come from the Project efforts. If one would compare the attitudes of children before the Project and now, he would discover a worthwhile improvement. A little "thank you" or an "excuse me" sounds wonderful. In manner, in cleanliness, and in the ability to get along with others, the children have improved."

To recognize the child as a human being and to realize his or her potential for the future was reflected in the comment by one of the RSIP members:

> "These past years have been especially helpful to me in many ways. One of the greatest has been my recognizing the fact that every child is a human being different from all others and that he should be treated as such. I have recognized that the maladjusted, the slow, as well as the bright

> children, will be our citizens of tomorrow and that as a teacher I must put forth every effort to help these children to find their place in society so that they will be good citizens."

Some of the thrills that come from working with children were evidenced by two reports from Teaching Fellows in remote schools. One report stated that:

> "As a result of group work this year, the children's habits and attitudes have greatly improved. The children have developed a sense of cooperation, sharing, and the satisfaction of getting something done. They have a feeling of belonging and work with freedom, ease, and skill."

Word Cues
Mirror, Mirror

Pupil-teacher sharing in the skill of communication.

The other report touched upon basic points in growth and development and the opening up of a new world for the student who went to secondary school:

> "I have known the thrill of seeing minds open up and develop slowly and surely under patient guidance and new and meaningful instructions. I have heard less profanity, seen less fighting, dirty faces become clean, personalities blossom out with increased confidence, students gain new

enthusiasm and desire to learn, the first person to start to high school from this school. These have been my greatest achievements."

These comments, and dozens of a similar nature, seem to say that the pupils in the RSIP learned to work together, acquired new visions, accepted new concepts and grew desirably in many intangible ways which elude description.

Opinions expressed by pupils indicate that they thought their schools were better than before. The reasons for this confidence were many and varied. Some saw their school as being better because the buildings were made more livable; others because of better learning opportunities, good lunches, or the visit of "outsiders" to their school but the one item which was reported far more often than any other was quality of their teachers. The pupils expressed their appreciation by such expressions as "We had a good teacher," "Our teacher took an interest in all of us," "She was the best teacher we ever had," or "Why can't we always have a teacher as good as this one."

CHAPTER V

The Supervisory Program Of The RSIP

Purposes of the Supervisory Program

The RSIP supervisory program was broader than the generally recognized programs of supervision, in that the purpose was not only to improve instruction but to raise the quality of living within the communities through the schools.

In general, supervision was oriented toward improving teaching and learning, primarily through desirable relationships with teachers and students. But at the same time, Area Supervisors saw the necessity of working with many people other than teachers. In aiming for the total welfare of communities, they had a much broader function than general school supervisors.

Area Supervisors attempted to stress the democratic principles of shared respect and shared responsibility. They tried to work cooperatively with teachers, pupils, and the community at large. They cooperated with any person or agency interested in:

1. isolating, analyzing, and solving common social problems;
2. helping teachers, pupils, and the community become self-directing;
3. interpreting the schools over-all program to individuals and organizations;
4. creating a desire for good schools and a higher quality of community living; and
5. developing potential leadership in members of the communities.

Selection And Placement Of Area Supervisors

Area Supervisors were selected from a list of applicants who were well qualified for the position by training, experience, and personal characteristics. In addition, each of them had earned credit beyond the Master's degree. All had successful experience in public school systems located in the mountains of Eastern Kentucky. The State Department of Education played a significant part in the selection of these people. The four persons who served as Area Supervisors were located in any part of the territory which would best serve the needs of all concerned.

After a very thorough study by the Director, members of the Advisory Council, other members of the Department of Education of Berea College, and the Supervisor concerned, the following agreements were reached for the location of Supervisors: Area I, Pine Mountain Settlement School, Harlan County; Area II, Beattyville, Lee County; Area III, the Berea College campus; Area IV, West Liberty, Morgan County.

Role Of The Supervisor

Having become status leaders* upon appointment, Area Supervisors might have been strongly directive in their relations with Teaching Fellows. But they soon found that cooperative thought and action, though not always the easier course to follow, was by far the more effective.

In addition to avoiding autocratic methods, Area Supervisors resisted the temptation to become "inspired leaders" through posing as dispensers of all knowledge and know-how. That this democratic approach was more realistic and workable was demonstrated by supervisor-supervisee growth and the general success of the RSIP.

The Supervisors played many leadership roles in the work of the total Project, involving skills in human relations, group processes, personnel administration, and evaluation. Cases illustrating the use of these varying skills will be presented in the following chapters as the work with pupils, teachers, communities, and outside agents are discussed.

Some basic concepts related to the skill of leadership were accepted in varying degrees by Supervisors. These basic concepts were: (1) leadership does not exist apart from a group, (2) leadership is any contribution toward the welfare of the group, (3) any member of the group may be a contributor in some way if given enough opportunities, (4) it is necessary to provide many and varied types of opportunity, and (5) greater leadership possibilities should be provided where lesser responsibilities have been handled wisely.

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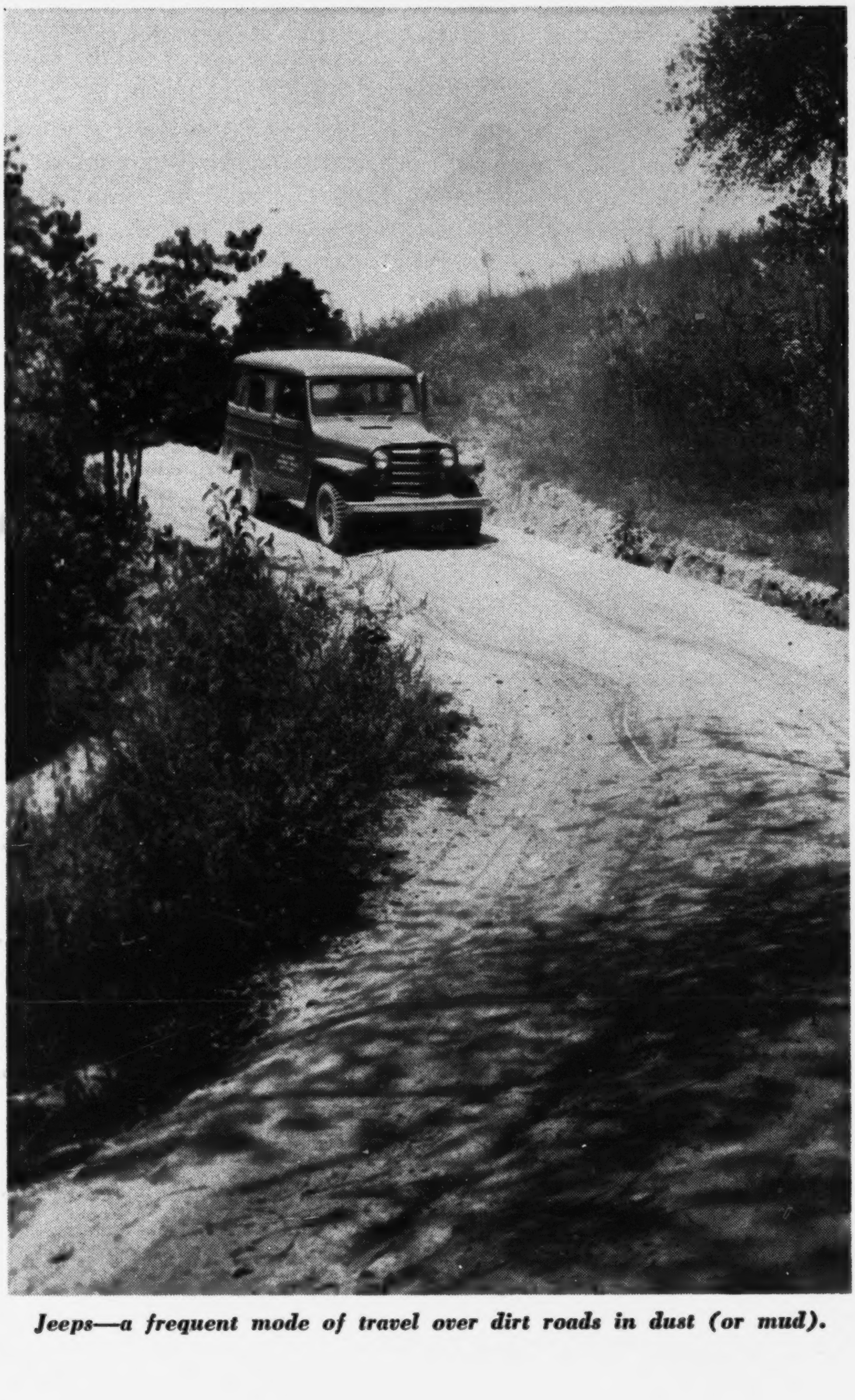
* The status leader is defined, for the purposes of this report, as one appointed by an authority outside of the group to be served, and being directly responsible to the administrative officials of the school system.



Jeeps—a frequent mode of travel over dirt roads in dust (or mud).

Conditions Under Which Supervisors Worked

Several conditions complicated the work of Supervisors.

1. They worked directly with the superintendent and his staff. In many instances, programs for improvement were initiated or carried forward which could not have been put into operation by working with the Teaching Fellows alone. In addition, the Supervisor worked with a variety of individuals and agencies as well as with the Teaching Fellow. See list of agencies in Appendix B, page 123.
2. The relationship of the Supervisor with a teacher not connected with RSIP when requested was the same as the relationship with a member of the Teaching Fellow group. Many teachers who were not Teaching Fellows shared in the Project. This meant that any evaluation of the program based upon the number of Teaching Fellows alone would tend to minimize its effectiveness.
3. Weather, distance, poor road conditions or lack of roads tended to isolate these schools even further. Roads, which on one day might be extremely dusty, might become lanes of mud the next. Snow, sleet, and cold weather also complicated transportation. In some instances, the use of jeeps or even travel on foot was necessary. This was well illustrated by a trip taken by the Director of the Fund for the Advancement of Education and several members of the Berea College staff, when they went into the mountains to view the work of schools both in and out of the program. On this rainy morning, the group started down a muddy country road to see Line Fork school. Five jeeps started out but only three returned. Similar experiences were multiplied many times over in the activities of these Supervisors.

Some Methods, Techniques, and Procedures

Area Supervisors worked with teachers and others in a great variety of ways:

Visits to schools were of two general types. *The planned visit* was one which had been worked out and generally agreed upon by both the Supervisor and teacher concerned. This was usually a visit in which some particular phase of the work was to be observed or some particular task to be encountered. It usually fol-

Mabel Jessee, Area Supervisor (on right) discusses instructional problem with a teacher.

lowed a rather definite schedule, and in most instances, was concluded by an individual conference with the teacher. *The non-planned visit* was usually for general observational purposes. In many instances, this type of trip resulted from the failure of some other planned activity to materialize. A planned trip which had to be cancelled might easily result in an unplanned visit to a more accessible school. Visits of this type might or might not terminate in a short conference.

The relationships between supervisors and teachers matured to a point where rapport was excellent during the visitation situation whether planned or unplanned.

Individual conferences, usually held at the school or the office of the superintendent, were used by Supervisors in working with all persons. The planned individual conference was definitely focused on some particular problem or phase of a problem. The non-planned individual conference occurred anywhere. One Supervisor said, "Many of my conferences are held in my own home over a cup of coffee."

RURAL SCHOOL
IMPROVEMENT PROJECT
BEREA COLLEGE

Charles L. Kincer, Area Supervisor (on right) confers with teacher on instructional materials.

Group conferences might or might not have been planned. Small groups met informally at the school, while traveling, or in a home, constituted a group conference. Although they did not

Warren Robbins, Area Supervisor, at work with pupils.

arrive at formal decisions, deliberations of these impromptu groups could not be ignored because of the importance of matters discussed. Other group conferences were planned well in advance of the meeting time. These were composed, in many instances, of large groups, but at other times their members were small in number. Their purposes were many including social, civic, policy-making matters, etc.

Study groups met to explore problems and were usually planned in series.

Individual self-improvement was stressed in all phases of the program. The underlying question of RSIP was "How can I improve in order to do better work?" Keen interest on the part of all led to profitable experiences.

Let child
Love
Child

Dr. Roscoe V. Buckland, General Consultant, assists with improvement of instruction in one-teacher school.

A Team Works For Improvement

The RSIP team, motivated by a genuine desire for social improvement, found that growth was most natural and of greatest worth when certain principles of human behavior were recognized and put into operation:

1. Each individual must be accepted for his worth, dignity, and importance—to himself, the group, and society.

2. Each individual must be recognized as capable of making significant improvements, his value being in direct proportion to his interests, needs, and experiences.
3. Each individual must be assured of the confidence placed in him as a worthwhile contributor.
4. Each individual's effectiveness can be multiplied by attacking a common problem through united effort.

With these kinds of concepts, in-service education for RSIP members was carried on through definite activities. These definite activities were: (1) pre-school conferences, (2) area group meetings, (3) Christmas institutes, (4) professional reading, (5) professional organizations, (6) summer travel-study program, and (7) visitations.

(1) *Pre-school conferences* were held on the Berea College campus annually to plan the work for the following year. All Teaching Fellows participated in formal planning sessions, and shared in recreational and social activities.

(2) *Area group meetings* were held monthly or bi-monthly in each Area. These afforded opportunities for planning, evaluation and the study of common problems by small groups of 11 to 15 Teaching Fellows.

(3) *Christmas institutes* were held each year on the Berea College campus, for the purpose of evaluating progress, further planning, working with outstanding educational authorities as consultants, and exchanging ideas. Although the Christmas conferences emphasized many points of view, it should be kept in mind that the total welfare of pupils and a concern for improved teaching procedures through special stress upon content and method were the major areas of concern.

The growth of the Project is perhaps best indicated through a report on the four Christmas institutes held at Berea College and attended by all the Teaching Fellows and the supervisory staff:

The Institute in 1953 considered the "Problems Of The Small Rural School." The late Dr. Kate Wofford and Dr. Kimball Wiles, both of the College of Education at the University of Florida, served as consultants. This conference was intended to orient the teacher to RSIP and assist him in dealing with the major problems foreseen in the program. During this first year of the Project, primary emphasis was on pupil welfare through improving physical facilities of each school and developing good relationship among Fellows, Supervisors, Superintendents, and others.

For the Institute of 1954, the Fellows requested the topic: "How To Understand Children As Persons." Dr. Daniel Prescott, of the Child Study Center of the University of Maryland, was the chief consultant. During the second school year, the program centered around the development of parent-teacher groups, development of lunchrooms and health programs, greater utilization of community agencies and resources, and the first general evaluation of the Project.

The Christmas Institute of 1955 was organized around the problems of "School And Community Relationships," in consultation with Dr. Edward G. Olsen, Associate Educational Director of the Chicago Region of the National Conference of Christians and Jews. Throughout this year the program emphasized the extension of schoolroom activities into the larger community.

The 1956 Christmas Institute was concerned with "What Is A Good School?" Dr. Pauline Hilliard, College of Education, University of Florida, served as consultant. Mr. Quinton Prince, Principal of Sand Hill School, Carrollton, Georgia, explained the work done in his school. This conference brought together in summary form much of what had transpired and attempted to supply inspiration and motivation for the Teaching Fellows for the remaining months of the Project and the years ahead.

(4) *Professional reading* was encouraged through a collection of books and magazines furnished by RSIP.

(5) *Professional organizations.* Teaching Fellows were encouraged to assure themselves of professional contacts and access to professional journals through membership in professional organizations. RSIP participants were members of: National Education Association, Kentucky Education Association, local education associations, Associations for Student Teaching, Associations for Supervision and Curriculum Development and many others. Many members of the RSIP group showed increased professional interest by becoming life members in the National Education Association.

(6) *Summer travel-study program.* Following successful completion of the school year, each Teaching Fellow was required to study or travel during the following summer. These opportunities were provided to insure that Teaching Fellows would have

new and broad experiences to enrich their teaching the succeeding year. This program enabled the Teaching Fellows to study in leading colleges and universities in this country and gave them an opportunity to travel both here and abroad.

This program was considered to be one of the outstanding features of the RSIP. President Hutchins, in talking with a group of Teaching Fellows, referred to it as "the frosting on the cake." Many of the Teaching Fellows, after having these broad experiences have realized how much truth and significance there was in the President's statement. One of the young ladies in the Project wrote to him from Paris that she was having some of the frosting every day.

In applying for travel-study grants, each Teaching Fellow, with the Director, indicated the kind and cost of study and travel desired. Grants were awarded upon the combined decision of the Director, the Supervisor, members of the Berea College Department of Education, and the Teaching Fellow himself.*

(7) *Visitations* by groups of Teaching Fellows to other schools, inside and outside of their own county, did much to improve in-service education of the group. Some of these visits were to the larger schools and other visits were between schools. Trips to laboratory schools—and to others known for good practices—were also helpful.

The four Area Supervisors never agreed that *they* made the Project a success. On many occasions, as small successes were being discussed around a conference table, they were heard to make the remark "We did it by working together." This was the real key to the success of the RSIP.

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* See Chapter III for details.

CHAPTER VI

Buildings, Grounds, Equipment And Facilities

Thirty-eight different school buildings were utilized in four years by the RSIP: 16 in 1953-54, 19 in 1954-55, 25 in 1955-56, 22 in 1956-57. For the most part, schools were operated under the county unit system but one was in an independent school district.

In a majority of the schools where only one teacher was employed, usually all eight grade levels were taught; in some of the medium-sized schools, instruction was provided only in certain grades; and in two of the larger schools, all grades from the first through the senior year of secondary school were taught.

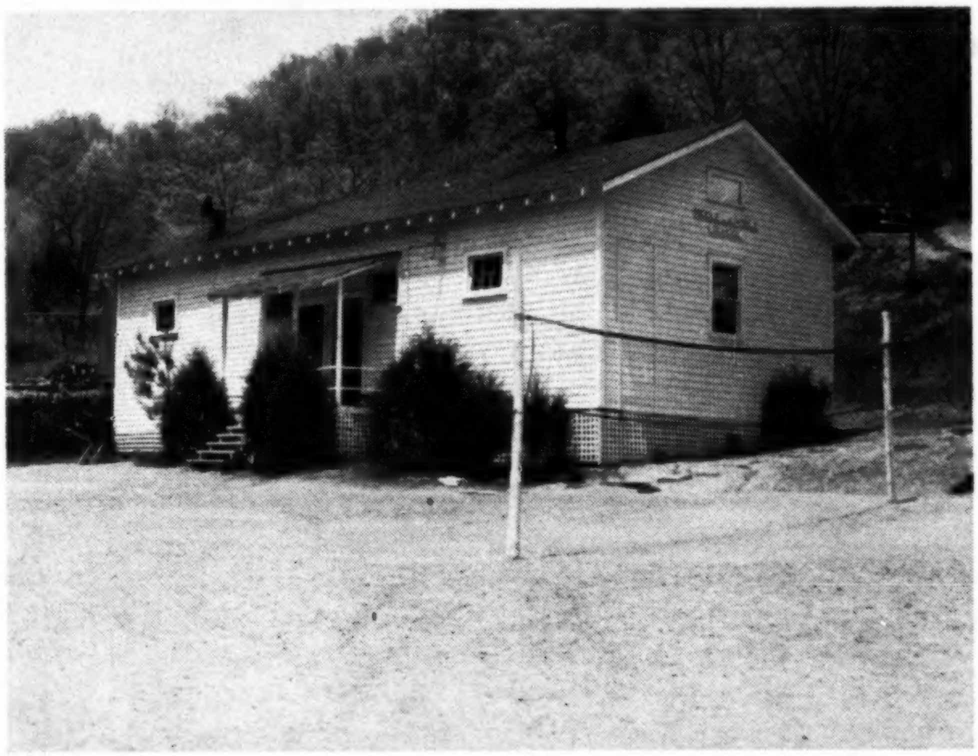
Classified according to number of teachers employed (Appendices V, page 138, and W, page 139, one-, two-, and three-teacher units predominated, with 27 schools (71 per cent) in this category. But six schools (16 per cent) had either four, five, or six teachers, and five (13 per cent) had either seven, eight, or nine teachers.

Schools included conventional wooden structures, as well as buildings made of brick, native stone, cinder block, or concrete block.

The site, size, and condition of school grounds were as varied as the kinds of school buildings. The philosophy predominating, when most of the older buildings were constructed, seemed to be that the best place for a school was a piece of ground least suited for any other purpose. Little or no provision was made for playing space for the pupils. Many smaller schools, therefore, were located on rough and almost inaccessible spots. Some were located on mountain sides, others near streams of water. During a recent flood, the water rose to a 13-foot mark in one of the schools. Two previous floods within the memory of the present school administrator were only slightly less severe. Some of the schools, however, especially the newer ones, were on excellent sites with adequate play areas. A few were located on good highways, but others were on poorly maintained dirt or gravel roads, and some were in areas removed from roads of any kind.

As to condition of buildings, the schools showed two extremes. While some of the newer buildings were in good condition, others were so dilapidated at the beginning of the RSIP that they could not be classed as acceptable by any building

Unimproved building and grounds early in RSIP.



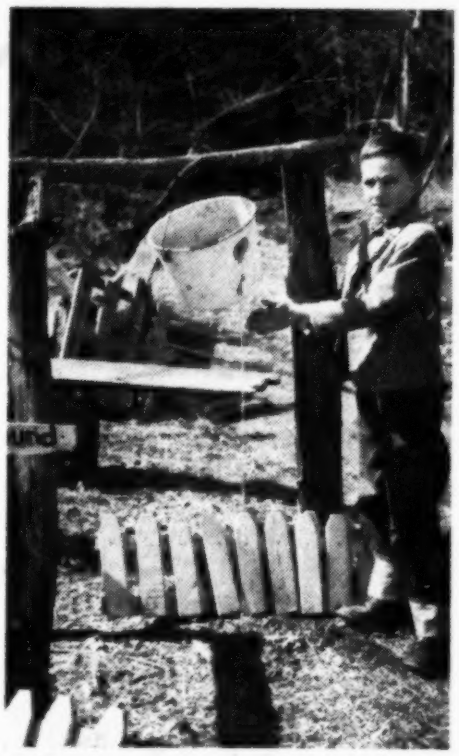
A similar building and playground as improved through RSIP.

standards. In some of the worst cases, window panes were shattered, interiors were dingy, and artificial light was entirely lacking. Many roofs were in very bad condition due to part of the roof having blown away or to prolonged use without proper repair. Most of the school buildings were in this group.

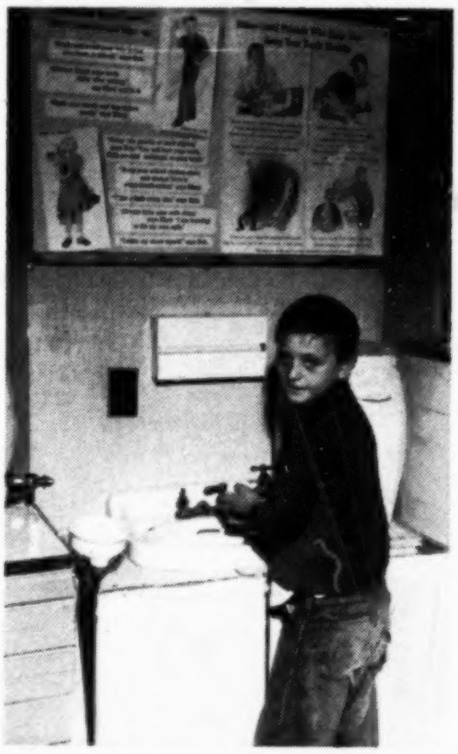
At the beginning of the RSIP, many of the school grounds showed few signs of care. Some were rocky and eroded; others were of little value due to mud, standing water, or dust, depending upon the weather; and a few were barely acceptable as places of play for children. To be sure, some were in a better state, and some had a few pieces of playground equipment.

Facilities and equipment, both in the school and on the playground, varied greatly as to amount and kind. The range was from a very poorly equipped school to a more modern school where equipment and facilities were very satisfactory.

Some of the schools were handicapped by lack of instructional materials, hot lunch programs, and acceptable desks for pupils or teachers. In many schools, even a bare minimum of these and other facilities was not provided. Sometimes, the heat-



Unimproved out-of-doors handwashing facility.



In-door, improved, sanitary handwashing and drinking facilities.

ing system consisted of an over-heated and badly cracked stove, some rusty piping, and a battered coal scuttle. Drinking water was secured either by a creaky hand-pump in the yard or it was carried by pupils from the home of a neighbor. In such schools, playground equipment was usually unknown.

In the better equipped schools, provisions had been made for central heating systems, drinking fountains, sanitary toilets, hot lunch programs, modern desks, instructional materials, and for other facilities to at least an acceptable degree.

Observed Physical Improvements

Undesirable conditions had existed in many schools for years without concerted efforts to make corrections. The RSIP meant the difference between complacency and progress, and most communities became discontented with existing circumstances which they could correct. Thus in numerous ways, unsatisfactory situations were reduced during the four years of the RSIP.

Parents, teachers, and pupils were asked to complete an opinionaire which gave them an opportunity to report actual improvements they had observed. A total of 4,248 improvements were reported. Therefore, while difficulty was encountered in classifying improvements, an arrangement under these five headings seemed best:

(1) Improvements in Instruction Materials — playground equipment, maps, bulletin boards, charts, and clocks, etc.;

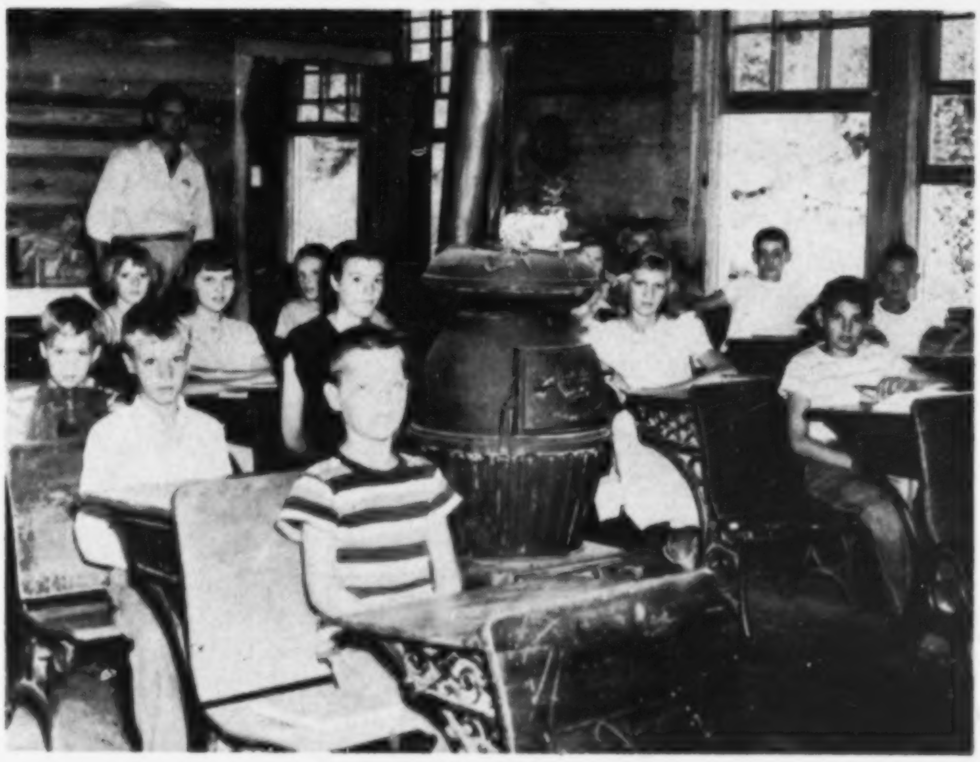
(2) Improvements in Health and Sanitation Facilities—toilets, hand-washing facilities, refrigerators and freezers, drinking fountains, and new lights, etc.;

(3) Improvements in Buildings and Grounds—painting of buildings and classrooms, erecting flag poles, putting up curtains, landscaping, and planting trees, etc.;

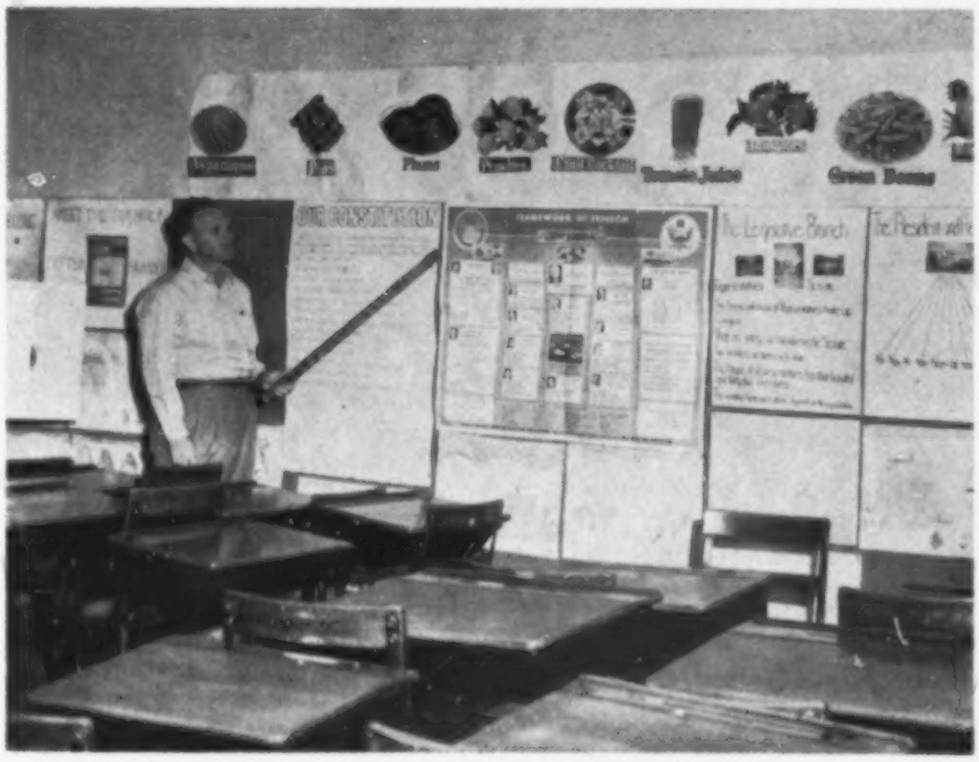
(4) Improvements in Safety Conditions—repairing floors and walls, replacing broken window panes, repairing roofs, fixing bridges, and reconditioning seats, etc.;

(5) Improvements in Library Facilities — making book shelves, adding books, reference books, and starting a library corner, etc. (Appendix B-1, page 143)

A rather detailed listing of kinds of improvements appears in Appendices X, Y, Z, A-1, B-1, pages 140-143.



Unimproved classroom.



Tomato Juice
Green Beans
The Legislative Branch

Same classroom as improved through RSIP.

Although only a few representative examples are shown under each of the five major headings above, many kinds of responses were made. Frequently, more than 30 different kinds of improvements were listed under one general heading.

Table IV, page 81, shows the five general areas into which physical improvements were divided and the number reported. Of significance is the fact that teachers and pupils ranked the improvement in Instruction as highest of all the five areas, while the parents listed Health and Sanitation. Teachers and pupils probably rated improvements of instruction highest because they had closer contact with this phase of the program. The high score of parents in Health and Sanitation reflects the keen interest the parents had developed in working with school lunch programs, better eating habits of children, vaccinations, inoculations, correcting of faulty vision and hearing, etc.

Cooking facilities in corner of classroom provides balanced, hot lunches in small two-teacher school.

Parents also rated Beautification highly, because they knew more about this subject. Because they were frequently outside the classroom, parents had a better opportunity to observe these improvements.

This chapter can be summarized only by scrutinizing carefully the following table, but the main fact is that, through the RSIP, the people became aware of their needs, solved their problems, and recognized their accomplishments.

TABLE IV

The General Areas In Which Improvement In Physical Change Was Reported And The Number Of Parents, Pupils And Teachers Reporting The Changes

General Area In Which Physical Improvement Had Been Made	Number of Improvements Reported			
	Parents	Teachers	Pupils	Total
Instruction	716	106	749	1571
Health and Sanitation	487	80	564	1131
Beautification	422	103	497	1022
Safety	116	26	124	266
Library Services	91	29	138	258
TOTALS	1832	344	2072	4248

CHAPTER VII

The Community

A community may be considered as a group living in one general area, under the same culture and traditions, and sharing some common interests. According to this interpretation, there were often several communities within a single village in the RSIP. Even members of a family might be divided into separate communities. On the other hand, family ties were sometimes so strong that its members constituted a single community.

This multi-community aspect sometimes made it difficult for the RSIP to know the people well enough to help them solve their problems. The people were hesitant to express their needs or to accept assistance from "outsiders"; but once Teaching Fellows were accepted, former obstacles became forces for advancement.

Due to the difficulty of identifying these many small communities, the RSIP considered the people living within the area served by a given school as that school's community. Thus, there was some kind of community for each of the RSIP schools. Some were progressive and unified and others were so disorganized that for many years they had undertaken no united or constructive action.

The 38 small communities included in the RSIP were within a 50-mile radius of Jackson, seat of Breathitt County. Within this circle, five schools were in the northeast quadrant, none in the northwest, and 32 of the 38 schools were in the lower half of the circle.

Even though these communities seem very near to each other when viewed on a flat map, narrow valleys, steep mountainsides, and poor roads made the distance actually very great.

Appendix C-1, page 144 shows that these communities varied in size from less than 100 to 2,000 inhabitants. Eighteen had less than 100 persons, ten from 100 to 250, seven from 250 to 500, one from 500 to 1,000, and two from 1,000 to 2,000. Maps of the United States showing major railroads, highways, and airlines reveal the significant fact that few of these agencies serve the RSIP area.*

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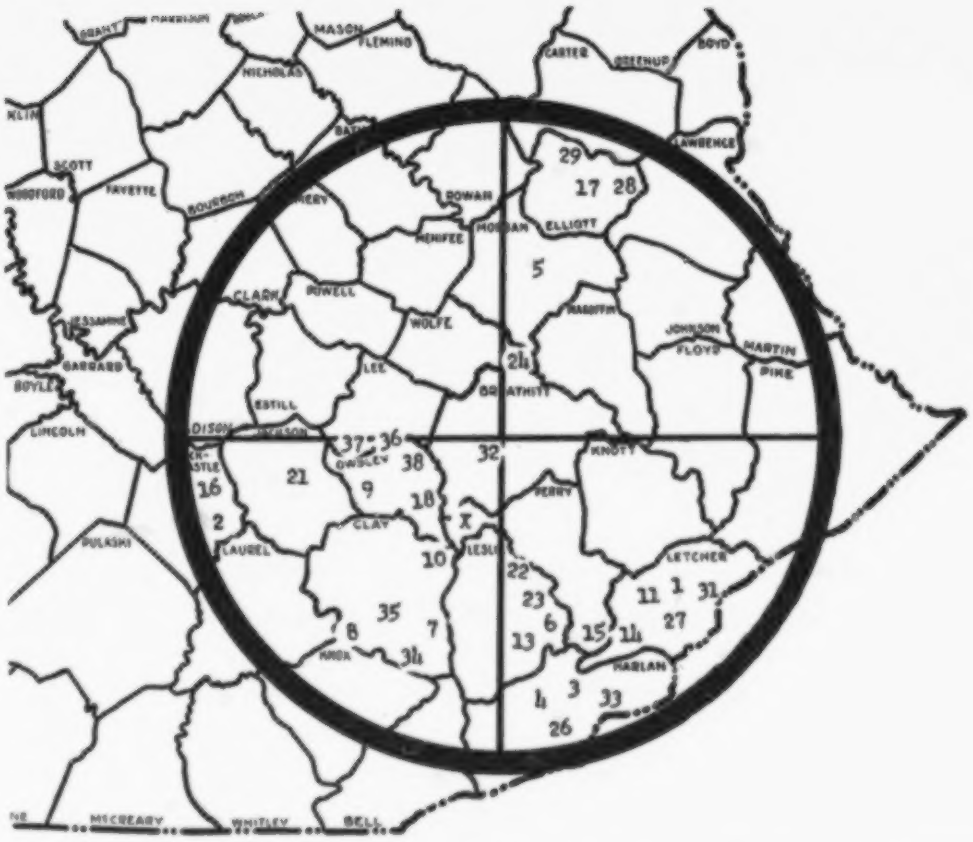
* **Hammond's Standard World Atlas**, C. S. Hammond Co., New York 1952, pp. 160-62.


GRANT
HARRISON
MASON
FLEMING
NICHOLAS
CARTER
GREENUP
BOYD
LAWRENCE
SCOTT
WOODFORD
FAYETTE
BOURBON
ROWAN
MORGAN
ELLIOTT
MENIFEE
CLARK
POWELL
WOLFE
JESSAMINE
GARRARD
BOYLE
LINCOLN
MAGOFFIN
JOHNSON
FLOYD
MARTIN
PIKE
LEE
ESTILL
BREATHITT
JACKSON
OWSLEY
KNOTT
PERRY
CLAY
LAUREL
PULASKI
LESLIE
LETCHER
KNOX
HARLAN
MCCREARY
WHITLEY
BELL
29
17
28
5
24
37
36
38
32
21
16
9
18
X
2
10
22
23
6
13
15
14
11
1
31
27
35
8
7
34
4
3
33
26

Map showing RSIP schools in each county. No attempt was made to place the number designating the school at the exact location within the county.

KEY TO LOCATE SCHOOLS

1. Colson
2. Red Hill
3. Green Hills
4. Salt Trace
5. Crockett
6. Rhone Gap
7. Lockards Creek
8. Brown
9. Sturgeon
10. Aldridge Rock
13. Cinda on Cutshin
14. Coyle's Branch
15. Delphia
16. Disputanta
17. Fairview
18. Fish Creek
21. Letter Box
22. Lower McIntosh
23. Lower Trace on Cutshin
24. Malaga
26. Straight Creek
27. Whitco
28. Isonville
29. Concord
31. McRoberts
32. Little Red
33. Pine Mountain
34. Goose Rock
35. Manchester
36. St. Helens
37. Heidelberg
38. Lerose

X. Bowlingtown

X. Forked Mouth

X. Gay's Creek

X. Middle Squabble

X. Buckhorn

RSIP Supervisor and community leaders plan together.

Goals And Objectives Set Up

The four Area Supervisors actually served three kinds of communities: (1) the locality in which the supervisors lived, (2) the 38 communities in which the Teaching Fellows worked, and (3) the region the RSIP schools directly influenced. The localities in which the Supervisors lived and worked as active community members were Beattyville, West Liberty, and Pine Mountain. It was impossible for an Area Supervisor to work directly in all of the school communities in his or her area. However they influenced these communities through their own examples of community leadership. In the same manner this influence was felt in schools and communities outside the Project.

The program of school and community improvement was carried on especially by the Teaching Fellows, who worked directly with pupils and adult members of the communities, who had set up certain goals which aimed toward:
(1) Improving Health and Safety, (2) Providing Opportunities for Pupils to work and Share Together, (3) Improving Buildings and Equipment, (4) Better School-Community Relationships, (5) Improving Public Relations, (6) Providing Non-Class Educational Experiences, (7) Providing More Effective Teaching Techniques and Procedures, (8) Improving and Beautifying School Grounds, (9) Providing A Better Learning Environment, (10) Providing Instructional Materials and Supplies, (11) Wholesome Fund-Raising Activities in the Community, and (12) Improving Scholastic Achievement.

Appendix D-1, page 145 shows the goals and objectives which were developed during the four years of the RSIP—1953-57. For the purpose of this study, an objective is a specific project aimed at partially implementing a given goal. A total of 311 objectives, involved in implementing these 12 goals, were reported. Of these 282 were completed, 12 were not completed, and 17 were partially completed. Appendices E-1 through P-1, pages 146-157 give detailed listings of the goals and objectives set up by Teaching Fellows, pupils, and adult members of the community in the 12 areas listed in Appendix D-1, page 145. The number and variety of goals and objectives were so great that they defy explanation of each, but three points of special importance are to be noted:

(1) The greatest number of objectives were related to improvements of health and safety.

(2) The lowest number of objectives were related to fund-raising activities.

(3) More than 90 per cent of the objectives were reported by the Teaching Fellows as accomplished.

Pupils and parents work cooperatively to provide playground drainage.

In addition to improvements reported in the Appendices, the scope of accomplishments reported is illustrated by samplings shown below:

(1) At least 60 schools were painted outside.

(2) Approximately 30 classrooms were painted.

(3) At least 18,500 pine seedlings were planted.

(4) At least two complete water systems were installed.

(5) Several lunchrooms were established and supplied with modern equipment.

(6) Parent-teacher groups were established in each school where such an organization was not already in operation.

(7) A road building project was started in one of the counties to enable farmers to make better contact with the outside world and especially to permit them to take their produce to market.

(8) Parents attended many kinds of community programs —Christmas, 4-H, educational movies, etc.

(9) Child care classes were conducted in one county for 7th and 8th grade girls and parents.

(10) Parasitic surveys were made by the United States Public Health Service.

(11) The raising of strawberries as a cash crop was started in some of the communities.

Who Assisted In School And Community Improvement?

A question was submitted to parents, teachers, and pupils to discover their opinions regarding who had made improvements to the school and community. Appendix Q-1, page 158 shows the responses of parents. The four groups which parents mentioned most often as making improvements were: parents, 141; Teaching Fellows, 135; pupils, 88; and board of education, 71. Appendix

Parents and other members of the community work to execute their plans for school improvement.

R-1, page 158, shows the responses of Teaching Fellows: pupils, 31; parents, 28; board of education, 19; and others, 26. Pupil responses shown in Appendix S-1, page 159, were: parents, 214; Teaching Fellows, 214; pupils, 213; and health nurses, 198. In addition, there were many others reported as having made significant contributions. Appendices Q-1, R-1, and S-1 reveal the number of persons thought of as having made contributions.

Local resource people made significant contributions to school and community improvement. In some cases, these persons were parents, in others, older brothers and sisters, and in some cases they were adults having no previous connection with the school. They assisted in a variety of capacities which would include service as carpenters, plumbers, painters, repairmen, landscapers, and consultants.

Funds Made Available For School And Community Improvement

Certain facts concerning contributions toward improvements made by school and community groups and school board appear in Appendices T-1, U-1, and V-1, pages 160-162. Appendix T-1, page 160, shows the median amounts of money made available for school and community improvement by school and community groups and from school boards. The median for school and community groups was $362.50 and for school boards, $312.50 for all schools in the Project.

Appendix U-1, page 161, reveals the total amount of money made available by school and community and school boards for improvement projects, and the group making the highest contributions. In the school board column, the amount of money shown represents the contribution matched by the school and community in the left column. The total amount raised by the school and community group was $22,656 as compared to $19,220 for the school boards. In 18 cases, the school and community groups raised the largest sum. In 12 instances, the school board contributed the largest sum, and in four cases the contribution of the two was the same.

School and community groups contributed $3,436 more than the school boards and the highest contribution ($3,500) was greater by $500 than the highest contribution of school boards. There was also a difference of $50 in the median amount of money

A parent donates his bulldozer and service to level hillside for improved playground.

contributed. While 34 contributions were made by school and community groups, only 27 were made by school boards. Twenty-four contributions of over $300 were made by school and community groups and 18 contributions of this amount were made by the school boards. Ten contributions of less than $300 were made by school and community groups, while 16 such contributions were made by school boards. In the lower brackets, less than $100, school boards made 13 such contributions, while school and community groups made three.

There was no single instance in which the school and community groups failed to make a contribution of some kind, while in seven cases, school boards did not make any contribution. A study of the contribution by quartiles shows that each of the groups contributed the greatest amount in the top quartile. School and community groups were more consistent in their climb from the bottom through the top quartile than were school boards. It should be noted that school and community groups contributed almost as much above the median as was represented by the total contributions by school boards.

Through RSIP, schools became community centers.

Importance Of School-Community Concepts

The importance of school and community cooperation was stressed from the early days of the RSIP. This philosophy is most vividly illustrated by interest displayed in the many activities undertaken and the number completed. So great was the interest of Teaching Fellows in this phase of the work that they requested special training and study on this topic. As a result, the 1955 Christmas conference as previously indicated, was centered around the theme, "School-Community Relations," with Dr. Edward G. Olsen as chief consultant. The program was planned by Teaching Fellows to meet their own individual needs. (Selected work materials used in this conference may be found in Appendix A-2, page 167.

Comments From Reports Of Teaching Fellows

Portions of reports by Teaching Fellows point out many significant facts concerning school-community relationships. One of the Teaching Fellows explained how the physical aspects of the school were changed and what happened to the community in the process:

> "This is a concrete block building and a very rough job was done on it. Many holes and cracks in the wall had to be filled with cement before it could be painted. We had a box supper which netted us $130.53. Now we could buy paint as well as some other things we needed. The paint was purchased for the ceiling but we decided that it wasn't worth painting so we asked the superintendent of schools for plasterboard to put up a new ceiling. While we were waiting for the ceiling to come, we decided to paint the walls. I asked for help from the fathers and older brothers. When the time came to work, we had more workers than we had paint brushes. We painted more than half of the building the first night."
>
> "Looking at the work the next morning, I decided that it couldn't be done under artificial light. It looked like a good job that night but in the daylight it showed many streaks. The school boys asked if they could try to finish the job. Since this was a water base paint and would wash out of their clothing, I allowed them to try. They did an excellent job. When the material for the ceiling finally arrived, I again asked for help from the community. We spent two or three hours a night for four nights and completed the job. The boys couldn't paint the ceiling and it couldn't be painted at night, so I came back myself and painted it on Saturdays."

Somewhat the same pattern of community cooperation was shown in another report:

> "The first thing we did was to call a meeting of the parents and discuss the matter. They looked the place over and decided that the room needed cleaning and that the roof must be repaired. They also decided that if I could get the county board to furnish the paint and roofing, they would do the work. We set a day for the work. This was to be an all-day affair with dinner on the ground.
>
> "The parents brought food such as chicken, corn on the cob, beans, potatoes, cakes, pies, and tomatoes. The mothers cooked on an outside grill which the boys built from rock. The fathers painted. Everything went well and everybody had a good time. As a result, we got both rooms painted and the roof repaired. The parents went away in the best of spirits because they had done something for the school. From that time on, we had the whole-hearted support of the parents in the community."

The over-all effect of an attractive school was reflected in another report:

> "To begin with, our school building was nothing but four walls. Through supervision, visitations, and area meetings with our group, we got ideas for making it into an attractive

> homelike place. We have added many materials and tried new ideas. Our children show more interest, our discipline problems have practically disappeared, and our children have many opportunities to know what it means to be an effective citizen in a democracy."

While community groups were not willing to work if the teacher was going to "relax and do nothing," they often initiated and completed projects on their own. This was sometimes done when parents were aware that the teacher and pupils were busily engaged in other improvements. One report stated:

> "One of the local church groups had discussed our problem and had become interested in the project. They painted one room and wired it for electricity without any help on our part."

The importance of the community as a source of encouragement to teachers was stressed in a report which stated:

> "I believe that *parents do want better* schools but they just don't understand how to go about improving them. Many teachers have failed to take the community into their confidence, thus losing valuable support which was theirs for the asking. The parents have been my greatest source of encouragement since I have been in RSIP."

One Teaching Fellow who had traveled in Europe, shared this experience with the community as was shown by her report:

> "I have shared my travel experience of last summer (to Europe) with the Kiwanis Club, the Women's Club, members of the Baptist Church, and with others living in this county as well as others from a neighboring county. I have spoken at Georgetown College and Eastern Kentucky State College making an appeal for more teachers for Eastern Kentucky. I have spoken at Cumberland College on the topic 'Why I Am A Teacher.'"

The way in which Teaching Fellows have grown was illustrated by their ability and willingness to make talks before groups beyond the small community in which they taught. One report made the following comment:

> "I was invited as guest speaker by the Kiwanis Club and used my summer experiences in Europe as a basis for my talk. This has been something I have enjoyed sharing."

Another report stated:

> "While in the program, I have spoken to groups at Eastern Kentucky State College and the University of Kentucky in connection with my teaching experience."

One brief report from a Teaching Fellow in a rural school probably summarizes the healthy community-school relationship fostered by the RSIP:

> "We enjoyed our congenial relations with parents this year. They were always willing and eager to help in any way possible. They visited often and stayed as long as they liked."

This portrays the major idea of helping parents to understand their schools and communities and the need for them to work together as a team—both children and adults.

Reports commonly observed that in the mountains, "You just don't visit folks a lot or stay a long time unless you like them." This idea indicates a change from a time when parents never went to school to a time when they visit often and stay long.

CHAPTER VIII

Evaluation Of The RSIP

Proof Of The Pudding

"The proof of the pudding is always in the eating of it, never in the recipe followed to create it." Thus wrote Dr. Edward G. Olsen* in the leading educational journal of India, *Shiksha,* shortly after his having been chief consultant for the RSIP Christmas conference in 1955.

In attempting to assess how well the RSIP accomplished what it set out to accomplish, the present evaluation was organized around the purposes elucidated in Chapter II: (1) reducing inequalities of educational opportunity, (2) selecting and training teachers for rural localities, (3) developing and promoting a program of supervision, (4) gaining field experiences for the improvement of teacher education programs, and (5) creating a desire for better teachers and better schools. Subheadings in each section will be (a) statistical information, (b) external evaluation, and (c) internal evaluation. These subheadings are necessary because statistics alone do not tell the story. Since individuals were encouraged to think, plan, and express their opinions, subheadings *b* and *c* are necessary and contain many direct quotations.

(1) Reducing Inequalities Of Educational Opportunity

(a) Statistical Information.

Statistics presented above point out the many ways in which inequalities in educational opportunity have been reduced during the four years by the RSIP. Any improvements, whether in scholastic program, physical plant, health services, recreational areas, or attitudes and concepts, tended to reduce inequalities of educational opportunity. Since these items have been discussed fully in previous sections, this information is not repeated here.

(b) External Evaluation.

A variety of persons expressed opinions which seemed to

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* Associate Educational Director of the Chicago Region of the National Conference of Christians and Jews.

Jeep-a-cade during evaluation tour—1954. (First jeep at right) Dean Louis Smith, Berea College; (Second jeep) Dr. Charles C. Graham, Elementary Consultant; (Third jeep) Dr. Pat W. Wear, Director.

indicate that some of the inequalities of educational opportunity either had been removed or reduced.

Miss Jane Lewis of the Berea College extension and traveling library service, reported a marked improvement "in the quality of requests made by rural school teachers" during the years of RSIP. While she noted former requests as, "Please send me some books for my children to read," the RSIP brought about requests "definitely related to some specific unit of study." A seventh grade spokesman for his group wrote as follows: "Dear Miss Lewis: Please send us some books about the stars and planets. We are starting a unit on the universe, and we need some help."

A bookmobile librarian, Miss Ruby Breeding of Whitesburg, Letcher County, reflected the same attitude when she remarked that she could recognize RSIP pupils when she drove up to a school by their eagerness for good books and their selection of them by authors.

Mr. Pleas Turner, Superintendent of Owsley County, indicated how he thought that educational inequalities were being reduced by his comment:

> "The RSIP contributed through setting examples of the better practices in education. The Project school has been

> used as a demonstration center for the county teachers for four years. It has meant a great deal to the teacher directly involved and has helped improve teachers practices in the county as a whole."

Mrs. Mallie Bledsoe, Superintendent of Clay County schools, wrote that the RSIP had definitely contributed in a large way to their total school program. "It has started everyone to thinking professionally and it came into the county at an opportune time to activate the ideas brought in by outside contacts."

Mr. Walton Jones, Superintendent of Morgan County schools commented that he thought the program had brought the community closer to the school than it had ever been. "There is more cooperation and working together than previously. The classroom atmosphere has been improved. There has been increased interest and participation in P. T. A."

Mr. A. H. Baker, Supervisor of Owsley County schools, remarked that there has been a substantial increase in the use of visual aids and the amount of unit teaching. "Children now help plan the work of the units and a democratic spirit is evident in the classroom as well as on the playground."

The value of a well-trained teacher was stressed by Mr. Elbert C. Fields, Supervisor of Perry County schools:

> "Contact with a well-trained teacher was a special privilege for many pupils. Democratic process put into practice, contact with many outside people, use of wide variety of teaching aids, and practices of healthful and sanitary living were opportunities offered by the RSIP schools."

Two Supervisors in the Leslie County schools, Miss Pauline Henson and Miss Martha Lovett, stressed the importance of new ways of teaching, such as the unit method of instruction.

Teaching Fellow's travel helped to reduce the inequalities of educational opportunity as was pointed out clearly in a statement by Mr. Millard Tolliver, principal of Breathitt High School and the Little Red School in Breathitt County:

> "The RSIP teachers have brought back new ideas and better teaching methods. They have created units based on information picked up during their travels. One teacher did an excellent unit on Mexico after a visit to that country."

Mr. Cecil Hensley, conservationist in Letcher County, stated:

> "I feel that many schools, both urban and rural, can profitably pattern after this school. A higher quality of education could be attained by doing so. These children are receiving a wider perception of their surroundings and, I feel, they

> will more likely possess the ability to cope with everyday problems and get along with their fellowmen better than many other students."

(c) Internal Evaluation.

The RSIP's contribution to good race relations was of major concern in reducing inequalities of educational opportunity. One of the Negro Teaching Fellows expressed the value of the RSIP in the comment:

> "Here I would like to say that as a Negro teacher in the state, I was astonished at the successful outcome of my first experience, on a professional basis, with white teachers. The success that has been attained this year is nothing more than a concrete step to showing that people of all races can work together peacefully and with excellent results when there is a common goal and distinction as to race, creed, or color is left to the more skeptical and the bigots.
>
> In the RSIP we have not at any time made references to each other as to race but we have all been in the same group with the same goals and with no preference shown to anyone."
>
> "To me this is one of the highlights of our program, and it is my trust that the success of the group will carry back to our respective communities and have a bearing upon those who have not experienced the opportunity of people working together for a just and common cause."

The other Negro Teaching Fellow wrote:

> "Being one of the Negroes in the group, I was pleased at the warmth, sincerity, and acceptance by members of the RSIP. At no time was I made to feel that I was not welcome. Realizing that this was many of the teachers' first close contact with a Negro, evaluating their reaction, and knowing that this type of situation will arise again in Kentucky, I believe that these and other teachers will successfully cope with the problem of prejudice and malice in both races."

Dr. Louis Smith, Dean of Berea College, commented as follows:

> "Pupils have improved in health and in their understanding of the essential requirements for better health. They show a much improved academic achievement. They have a broadened and improved school curriculum. They learn to work together. They have come to enjoy school rather than merely to endure it until the passing of years would free them from the threat of a truant officer. This latter academic functionary now enjoys the title of 'Director of Pupil Personnel.'"

Two Teaching Fellows made the following comments:

> "It is indeed a wonderful experience to work and meet with teachers who are concerned with children and not merely teaching for their pay checks."

> "The experiences that the RSIP have made possible for me have contributed so much to me as a supervising principal, a teacher, a community leader and to me as an individual. I feel deeply indebted and will never be satisfied until I have made some real contributions to rural education and have done some truly worthwhile work toward raising the standards and improving the quality of learning for our mountain boys and girls."

Another Teaching Fellow reported:

> "I know definitely that some people have built outdoor toilets, screened their kitchen windows against flies, made a practice of spraying their tomato plants, now wash their cows' udders before milking, have planted in their yards small trees and wild shrubbery which they procured from the hills, send their children to school cleaner, have cleaned the trash and old cans from around their houses. These things were plainly visible from the roadsides. There is certainly a larger number of our eighth grade graduates going on to high school."

(2) Selecting And Training Teachers For Rural Localities

(a) Statistical Information.

Although the best qualified teachers available were employed, the RSIP embarked upon a concentrated in-service training program to improve each individual—both as a well-rounded person and as a member of the teaching profession. Teaching Fellows became members of professional organizations in an attempt to secure valuable information from educational journals, to insure contact with the leaders of their profession, and to enable them to attend worthwhile meetings devoted to the study of problems related to their work. Seventeen became life members of the National Education Association.

Teaching Fellows traveled over 500,000 miles, studied at seventeen leading colleges and universities in the United States, and earned seventeen college degrees. Due to the educational momentum provided by the RSIP, Teaching Fellows indicated that they would soon complete four Bachelor's and 23 Master's degrees, and one is studying beyond the Master's.

The quality of training received by the staff members was also reflected by the fact that, during the time they were in the program, three were promoted to the position of county supervisor of schools, and six to principalships.

(b) External Evaluation.

Visitors from at least 44 counties (Appendix W-1, page 163, observed the RSIP program. The general reaction of the group was expressed by Mrs. La Myen, principal of the State High School at Kachin State, Burma, and Miss May We, national secretary of the Burma YWCA. They were greatly impressed by the work of the RSIP after their visit to a one-room school where they noted the devoted efforts of the teacher. Mrs. Myen stated:

> "The teacher is doing a fine job. She told me that she had 30 students in eight different grades and how she could manage it, I wondered. All we expected to find in the United States was luxurious schools and huge universities."

Dr. Pauline Hilliard, Professor of Elementary Education, University of Florida, speaking of the 1956 Christmas conference stressed the devotion of Teaching Fellows to their work, and the importance of study-travel experiences:

> "It was truly one of the most invigorating and satisfying conferences in which I have participated. Frankly, I had some misgivings just before the time of the conference lest the participants would feel unhappy at giving part of their Christmas vacation to come together to work and think. I must say that I felt none of this, but rather an eager and enthusiastic involvement on the part of the individuals in the group . . . . I am glad the Project was so financed that the group could actually do many of the things in travel and study, as well as other experiences, that we believe to be productive in education."

Mr. Bernard E. Whitt, newspaper editor in Morgan County, observed that the organization of classwork in the RSIP schools was excellent and said that the outlook of the teachers and the improvement in higher education and travel was reflected in the children.

The fact that improved instruction and professional growth were considered by superintendents as major items was shown by the following statement by Mr. Sedley Stewart, Superintendent of Lee County:

> "The teachers' academic training has greatly increased. New techniques have been developed and a wider view of the teachers' responsibilities has been displayed. This program has certainly increased the desire of teachers to further their education, caused more interest of parents in school programs, improved instruction, and caused the use of local resources which otherwise would not have been used."

Another Superintendent, Mrs. Mallie Bledsoe of Clay County, said of the RSIP:

> "It has instilled a desire within the participating teachers to grow professionally. It has given the teachers more pride in their profession, and the improvements in these schools and communities had a tendency to spread to other schools and communities. We are glad to have participated in this program and we feel that our county has gained a lot from the experience."

Mr. Millard Tolliver, principal of Breathitt High School and Little Red School, spoke of the RSIP as developing "new ideas, broader concepts, better school practices, and inspired teachers." Elbert C. Fields, Supervisor of Perry County, also stressed the valuable training received by the Teaching Fellows:

> "The teacher is no more 'just another teacher' but a proud member of a noble profession. Her circle of acquaintances has been broadened; she has been studying on a distant college campus during the summer or traveling abroad. New ideas are in evidence as we converse with these RSIP teachers."

(c) Internal Evaluation.

Dr. Pat Wear, Director of the Project, 1957-58, stressed the enrichment of the lives of the Teaching Fellows in the comment that:

> "Most of the Teaching Fellows have had summer study in first-rate colleges in the United States. As they have had opportunity to exchange ideas and compare practices, there has been a general enrichment of the educational philosophies and professional skills of the entire group."

The need for a broader experience and its value to Teaching Fellows was shown by the comments from one Teaching Fellow:

> "The RSIP is one of the best ways of broadening the rural teachers' experience that I have known. I think most teachers need a broader experience than they have. The RSIP is helping fulfill this need through its travel and study program. To me travel is study and it seems to me that I get more experience for worthwhile teaching by traveling than I do from textbooks."

One of the six Teaching Fellows in the Project all four years, speaking of the wonderful experiences she had gained, said: "for all of these, I cannot express my thanks but will try my best to repay in dedicated service and loyalty to my profession."

Another Teaching Fellow reflecting on the teacher training program wrote:

> "Through the RSIP I have obtained a far greater insight into teaching through travel, meeting different professional people, and gathering and sharing ideas. Many of us would

> never have had such opportunities without the RSIP. This program has been one of the greatest things that has ever happened to rural teachers. We are now more confident of our position as teachers after our work with the RSIP."

Two other Teaching Fellows referred to the inspirational nature of the RSIP:

> "I feel that it has been of great help to me and has given me much encouragement and inspiration. This program has been a compelling force to make me strive harder to do a worthwhile and commendable job as a teacher and principal. I have been inspired to work harder at becoming a better teacher. I now make use of our available resource people and materials."

Two statements made by Teaching Fellows show the pride felt in being members of the RSIP:

> "I am proud to be associated with this group, glad that I took advantage of the educational opportunity, and will always have a warm place in my heart for Berea and the workers there.
>
> I cannot place a price tag on what the RSIP has meant to me. I have been a much better teacher to over 100 children. The contacts with the many educators and the supervising staff are priceless. I really hate to see it end."

Jackson County Supervisor explains activities to Evaluation Group.

(3) Developing And Promoting A Program Of Supervision

The program of supervision was developed to accomplish three results: to train a group of capable supervisors; to improve school staffs through these supervisors; and to demonstrate desirability of making such supervision a regular part of the public school program.

(a) Statistical Information.

Of the four Area Supervisors, only one had previous experience as a Supervisor of schools. It was, therefore, necessary to train them for the unique tasks attempted by the Project. Their outstanding work in their respective positions is evidenced by the effectiveness of the Project.

Improvement of school staffs through the work of the Area Supervisors was shown by their cooperation with the Teaching Fellows, non-Project teachers, and the staff members in the various counties in the area.

Supervision, as a desirable part of the public school, was demonstrated by effective programs of three Teaching Fellows serving as Supervisors during the full time they were in the Project, and by three Teaching Fellows promoted to this position. These six Supervisors retained their positions after the Project closed. Many supervisory positions could not be filled in the RSIP area by qualified persons. Current demands for permanent supervision were, in many cases, an outgrowth of the RSIP activities. Such interest indicates that supervisory programs are becoming of greater concern.

Effectiveness of a program is often reflected in what happens to those who were leaders after such a program ceases to exist. Since the major concern of each Area Supervisor was the education of rural teachers, it would be only natural to assume that each might continue in some phase of this work.

Dr. Luther Ambrose, who served as Director of the RSIP during its first two years (1953-55) accepted a position of educational leadership in the education of rural teachers in Thailand. In the summer of 1957, he assumed a similar position in Paraguay.

Dr. Pat W. Wear, Director of the RSIP the final two years and Supervisor of Area III, has been appointed Co-Director of a new program, started in the summer of 1957, to prepare educational supervisors. This program is financed by the Fund For the Advancement of Education. Mrs. Mabel Jessee, Supervisor of Area II, has accepted a position under the UNESCO program to work with rural teachers in Thailand. Mr. Warren Robbins, Supervisor of Area IV, has been appointed Director of Student Teaching at Union College, Barbourville, Kentucky. Mr. Charles Kincer, Supervisor of Area I, has been appointed Director of Instruction, Bowling Green City Schools, Bowling Green, Kentucky. He was also selected to write, in collaboration with one of the county superintendents, the chapter entitled, "Teaching In The Small Community" for the Rural Education Handbook. Thus, the four Area Supervisors continue their work of teacher education.

(b) External Evaluation.

Miss Louise Combs, Director, Division of Teacher Education and Certification, Kentucky State Department of Education, referred to the RSIP as "The best program we have ever had sponsored through the State Department of Education." On another occasion, Miss Combs remarked that the Supervisors trained by the RSIP would make a great difference in the kind of elementary program offered the children in the counties in which the program functions.

A typical statement of a school principal was made by Miss Inez Hieronymus of St. Helen's School, Lee County.

> "The excellent leadership of the RSIP supervisors was one of the greatest values of the program for they were very capable and had a personal interest in every teacher and every child. Our Area Supervisor had a wide acquaintance with state and out-of-state resource people which we would not have had. These people taught us to use and work with our local people and to use local materials for teaching our children."

Typical of opinions expressed by superintendents is that of Mr. Walton Jones of Morgan County:

> "The Area Supervisor has rendered valuable service to the county in many capacities, especially through sharing experiences of the RSIP teachers. The Area Supervisor has also served as a consultant and helped to secure outside people to work with teachers."

(c) Internal Evaluation.

Dr. Wear added a significant note:

> "The Kentucky State Department of Education has followed the development of the RSIP with very great interest.

> Members of the Berea group have been called upon as advisers in the planning of educational meetings under auspices of the State Department. Berea is recognized by the Department of Education as having pioneered in the development of a program for improving rural schools generally."

The key to the success of the supervisory program of the RSIP was pointed out by one of the Teaching Fellows when he said: "Good leadership and planning have done much to make the supervisory program of the RSIP a success."

Many comments regarding the effectiveness of a supervisory program were made by Teaching Fellows, but the following seems to focus attention upon the most pertinent points:

> "I will regret the closing of the Project due to the loss of capable supervision and leadership that the RSIP has provided. Just having someone that appreciates a good piece of work is an incentive for any teacher to do a better job; therefore, having alert and appreciative consultants means much to inspire a taecher to work at her full capacity."

The atmosphere in which these satisfactory relationships could grow is reflected by the comments below:

> "I can say and say truthfully that this has been one of my most pleasant years of teaching. It was a pleasure and a joy to meet the other teachers and supervisors working in the program."
>
> "It certainly is a benefit to the teacher to be included in a group of this sort whose members are all working toward a common goal. The friendship of such a group is not to be overlooked."

This short statement by one Teaching Fellow echoed the opinions of the entire RSIP staff, "The RSIP offered opportunities which I wish every teacher could have."

(4) Gaining Field Experiences For The Improvement Of Teacher Education Programs

(a) Statistical Information.

Teaching Fellows were asked to evaluate their individual programs of teacher education as experienced in the 14 colleges or universities which they had attended prior to entry into the RSIP. This was done in an attempt to discover strengths and weaknesses which could be used to improve the teacher education program at Berea College, or for use of any other institutions desiring such information.

Appendix X-1, page 164 shows the responses made by Teaching Fellows concerning college courses and professional experiences related to student teaching. These were rated as follows: Superior rating was recorded in 16 per cent of the responses; excellent—28 per cent; good—32 per cent; fair—16 per cent; and poor—8 per cent. Thus, approximately one-fourth of all courses and professional experiences related to student teaching were rated either as fair or poor. The pre-student teaching experiences with children was given the lowest score of any item. Twenty-two of 38 responses indicated that this kind of experience was either fair or poor. This was the only item in which no excellent scores were recorded. The two items receiving the highest number of responses recorded in the column headed "excellent" were the off-campus student teaching experiences and the conferences with supervising teachers.

Appendix Y-1, page 165 shows the Teaching Fellows' evaluation of courses in college programs of teacher education. They were requested to pass judgment on both the content and teaching methods used, in 11 different courses. They felt that the content was either superior, excellent, or good in 79 per cent of the cases reported. Thirty-three per cent of the replies indicated that methods used by college teachers were either fair or poor. The methods used were considered poorest in courses in teaching arithmetic, teaching the language arts, and hygiene. According to their responses, the best methods were used in courses in teaching science, physical education, and children's literature. Content was considered poorest in courses in teaching public school music and art. Content was thought to be best in courses dealing with teaching arithmetic, physical education, and children's literature.

Appendix Z-1, page 166 indicates the RSIP Fellows' evaluation of their own teacher education programs intended to provide an adequate background. Seventeen areas of study for meeting and solving educational problems were listed. One was rated as strong, 11 acceptable, and five weak. Philosophy of Education was rated highest as a strong area. Three areas of study—organization and administration of small schools, working with the community, and understanding and using audio-visual aids—were considered as weakest courses. Twenty-two per cent of all studies were rated strong, 44 per cent acceptable, and 34 per cent weak.

(b) External Evaluation.

Many foreign visitors examined the program with special concern for adapting education methods used in the RSIP to their own countries. Unfortunately, no written evaluations are available, but foreign visitors made general observations that the RSIP was concerned with the same problems with which they were confronted in their own countries; such as poverty and inequalities of educational opportunity, basic needs of children and adults, improvement of motivation, methods of working with people, and improvement of the teacher education programs.

A large group of Thai and Brazilian students from Indiana University made a special trip to Berea to study the Project. A statement from Dr. Maxine Dunfee, Coordinator of the Brazilian project, and Dr. Arthur Hoppe, Coordinator of the Thai project, reported:

> "Students from Thailand and Brazil were pleased with their week in Berea. The Rural School Improvement Project can be an inspiration to all of us. Your talks plus the rural school visitation were extremely helpful."

One example of a change in our program was the creation of an annual Health Day. As a result of the numerous health problems confronting teachers in the RSIP schools and the weaknesses discovered in their college preparation, an Annual Health Day was established on the Berea College campus, in 1955-56, for all students preparing to become teachers, and has been in operation now for two years. It was sponsored jointly by the Kentucky State Department of Health, the Madison County Health Department, Madison County Chapter of the American Red Cross, and the Departments of Education and of Health and Physical Education at Berea College. During the Health Day programs, special emphasis has been placed on sight screening, hearing screening, and general health problems.

Activities during ANNUAL HEALTH DAY for Student Teachers at Berea College, an outgrowth of RSIP.

Commenting upon the second Health Day, Dr. Paul E. Schneck, Director, Division of School Health, Kentucky State Department of Health, said in 1956-57, that he thought of the School Health Day idea as "one of the best ways we have of acquainting teachers with school health problems."

Speaking of the same event, Mr. Kenneth G. Stockdell, Audiometry Technician of the Kentucky Department of Health, said:

> "The Second Annual Health Day seems to have been a success. I know from my own experience that it would have been helpful to me to receive such material even though I was not an education major. It shows there is a wealth of material at the disposal of any person just for the asking. Already another school has requested that this program be included in their activities for the year 1957-58. It seems that the fire has started."

(c) Internal Evaluation.

An evaluation of the Berea College Health Day was made by students preparing to become teachers.* They said: "I had never heard of an audiometer much less seen one." (Six were in use during Health Day.) "I now realize that healthy living determines, to a great extent, the amount and degree of learning." "We have never had so much material on the subject of health given so compactly." Ninety-two per cent of the students felt that the time spent in Health Day was worthwhile. Ninety-six per cent stated that they gained information during Health Day which had not been made available to them eslewhere in their teacher education program.

In summary, Dr. Wear spoke for the Berea Department of Education concerning gaining field experience for the improvement of the teacher education program: "In multiple ways, the insights and skills gained through work in the RSIP are being utilized in the campus program of teacher education."

(5) Creating A Desire For Better Teachers And Better Schools

(a) Statistical Information.

Statistics presented in previous chapters indicating the work of members of communities toward improving educational opportunities, definitely showed their interest in having good teachers and good schools. The completion of 282 objectives toward school and community improvement and the spending of $22,656 of their own money for the same purpose gave evidence that better schools and better communities were desired.

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* Previously reported in "A New Approach To Health Education For Teachers," by Dr. Roscoe V. Buckland, published in the Kentucky School Journal, January, 1957.

Dr. Clarence H. Faust, President of The Fund, learns directly from pupils about RSIP activities during 1954 evaluation trip.

(b) External Evaluation.

The interest in better teaching and better schools was clearly stated by Mrs. Amy M. Rehmus in an article on the RSIP in the April 7, 1956, issue of the *Christian Science Monitor*:

> "Each of the Project schools has now had a 'face-lifting', which may be new paint inside and out, drinking fountains, electricity, playground equipment, or other physical improvements. Nearly all of the work has been done by parents with the help of the students and teachers, with money from the school board or raised by themselves through pie suppers and box socials. These cooperative projects have family and community values far beyond the schools themselves. And the children like their renewed schools, too."

The sense of dedication of the Teaching Fellows to the idea of school and community betterment was expressed by Mr. Quinton Prince, principal of Sand Hill School, Carrollton, Georgia, after he had served as consultant in the 1956 Christmas conference. He stated that:

> "The interest and enthusiasm of everyone in the group plus the warm feeling of fellowship make me happy to have been

> included as a participant in your Christmas conference. I believe that the RSIP is making a distinct contribution to school and community life in the area. The sense of dedication found among members of the group gives one an added appreciation for teaching."

Mr. Gilbert Bowling, Superintendent of Perry County schools, commented on the interest shown in his county: "More resource people were used. Pupils have improved in health and have worked together better. More interest has been stimulated in good roads, nutrition studies, and sanitation. The community has taken more interest in the school and most of the parents have helped any way they could." Mrs. Neureul Miracle, Superintendent of Rockcastle County schools, observed that there had been "more school-community planning, more interest in school on the part of parents, and a carry-over to schools not in the program."

Two supervisors in Leslie County, Miss Pauline Henson and Miss Martha Lovett, stated: "RSIP teachers seemed to have a better working spirit and to work more cooperatively with parents." Mr. Kelly Morgan, Supervisor in Clay County, observed: "Parents are now boosting each school, children attend more regularly, and spirits are higher. Children express themselves more and are not afraid of strangers." Another Supervisor, Mrs. Virginia Jones of Rockcastle County, reported: "The children are coming to school clean. The parents are more interested and willing to help."

Mr. Marvin O. Berry, pharmacist in Morgan County reported on his return visit to some of the schools:

> "When I went back the last time, the children seemed to make me feel more at home and talked to me. They did a lot more participating in class discussion than they had originally. There seems to be a good working relation in the total school staff. I heard several parents comment when they visited my drugstore that they had the best school that they remembered from early childhood."

The need for community leadership such as that afforded by the Teaching Fellows was stressed by Mr. Robert H. Fike, Agricultural Agent in Letcher County: "A program of this nature is of vital importance—a community needs someone to be a guiding force in pulling all factors together." Mr. Ellis Bishop, his assistant, stated: "The school and community progressed considerably. Projects were completed and parents took more interest in the community and school activities."

(c) Internal Evaluation.

Commenting on the RSIP purpose of creating a desire for better teachers and better schools, Dr. Wear reported that communities have shown some improvement through greater parental interest in civic projects.

A Teaching Fellow reported: "The parents, before the RSIP, had not had any hand in the planning, did not use library books from the school, did not visit, and in fact, showed little or no interest in the school. We now have an active P.T.A. and parents are showing a real interest in better teachers for their schools, as well as school improvements in general." Another Teaching Fellow expressed somewhat the same view of parent interest prior to the RSIP: "I don't think the parents from this school had ever had a chance to help the school until the Teaching Fellows came here." An expression of what happens when parents do participate was shown by the report which stated that parents: "have taken a much more active part in the parent-teacher meetings. They have made more suggestions and have been freer to express their own ideas."

Another Teaching Fellow, who also served as principal of their school, contrasting the conditions before and after the coming of the RSIP said:

> "I think that these parents were not encouraged to take a part in the school activities before the RSIP was activated in this school. Many of them have told me that they had never visited the school before, except on the first or last day of school. They now come to visit us frequently, and many of them ask if there is anything they can do to help us. I feel that the groundwork for a good public relations program has been laid."

CHAPTER IX

Permanent Contributions

Those visiting the 38 RSIP schools undoubtedly heard children sing about the curious bear who went out sightseeing over the mountain but—probably to his dismay—saw only the other side.

It is true that, geologically speaking, two sides of a mountain may be very much alike. Vegetation and climate may also be similar. But because they see future progress in terms of the program's more enduring aspects, those who know the RSIP are not dismayed as was the bear who, for all his troubles, felt he hadn't discovered a thing.

Thus, Dr. Edward G. Olsen writes:

> "The relative success or failure of the entire Rural School Improvement Project will probably be estimated in terms of improved educational practices in Kentucky schools. It would be most interesting to discover—five to ten years from now—just how these schools and communities actually differ in total quality of living from what they were in 1952, but if one pleasant four-day contact with 40 alert and forward looking Kentucky teachers is any indication, the final evaluation will be firmly positive."

Typical of superintendent's comments were that permanent effects would include the improvement of teaching personnel, better understanding among teachers, pupils, and communities, and increased interest in the county as a whole.

In addition to noting "pride in our schools" as a permanent aspect, several county Supervisors said that teachers who had direct contact with the program are now much more cooperative. But even more significant, these Supervisors report that teachers will never return to obsolete methods and many parents will never again be satisfied with teachers who do an inferior job.

While some school men commented that in certain respects the RSIP territory might tend to drift back to the status quo, they agreed that some leaders had been prepared to carry on better practices. Mr. Gerna Campbell, Supervising Principal at Pine Mountain, Green Hills, and Salt Trace Schools, Harlan County, said that: "An *awareness* has been developed that success in teaching does not always depend upon an elaborate plant with plenty of materials, but that, instead, the job must be done with what one can beg, borrow, improvise, or secure any way that is ethical."

Several non-school people of the communities involved commented as follows concerning the permanence of the RSIP influence:

> *A newspaper editor*: "Definitely there will be permanent results. I have been connected with the school as teacher, principal, county superintendent, and supervisor for many years and I know of nothing that has meant more than the Project and the personal help of the Area Supervisor."
>
> *An assistant county agent*: "There will be a good club program carried out in the future, cash crops will be more abundant, more students will attend high school, more parents will take an active part in youth activities, and more students will attend college."
>
> *A conservationist*: "Conservation was practiced in the communities which, in many cases, will be carried on to benefit generations yet unborn."
>
> *A nurse*: "They will never be satisfied with anything less than they have now and they will never tolerate conditions that existed two years ago."

Teaching Fellows made statements regarding the permanence of the RSIP as recorded below:

> "RSIP has helped me to evaluate myself and try to become a better teacher. Since working with RSIP two years, I am fully determined never to get in a rut again but to be my best always."
>
> "Our best work should, and no doubt will, come in the years to follow because we have had this superior in-service training, study, and travel."
>
> "For seven years, I have taught in this county but still have not been made a part of any professional meetings nor asked to participate in any capacity for which I feel qualified. The RSIP made me feel more like a member of the teaching profession and to want to become a better and more useful teacher."
>
> "The experience of travel and study has helped me to accomplish what I would never have been able to do if I had not been given this opportunity. I believe the RSIP was one of the greatest undertakings in the mountains of Kentucky and I am sure that, in the future, satisfying results will be seen."

In 1954, Miss Adele Brandeis, of the Louisville *Courier-Journal*, visited many RSIP schools. Even that early in the program, she expressed her confidence in its permanent influence:

> "I wish that some of the Directors of the Fund For The Advancement Of Education had been with me. They would have thought their dollars well spent and their imaginative dream for the betterment of an isolated rural school come true, I am sure."*

Concluding Propositions

Two types of improvements likely to endure are in the areas of physical equipment and "seed thoughts"** planted through the RSIP. United States Senator, George W. Norris, father of T. V. A. is said to have remarked, "They might repeal some of the legislation, but they can't repeal a dam." Seed thoughts, even more permanent than dams or paint on a schoolhouse, cannot be repealed by whims or the blackness of an hour. How they will grow and what they will produce is not wholly predictable. Thus, in addition to the many achievements recorded in this report, others are recorded in the lives of individuals and communities.

But whatever the permanent effects of the RSIP may be, this program demonstrates the truth of several propositions, some of which reaffirm good school practices everywhere. Chapter VIII has evaluated the RSIP in terms of basic purposes. The concluding propositions that follow are based on the totality of experience gained in the RSIP relating to: (1) pupils, (2) parents, (3) other community adults, (4) teachers, (5) resource persons, (6) superintendents and school staffs, and (7) supervisors.

(1) Pupils

—Pupils will study and advance scholastically, socially, and morally when provided proper motivation by good teachers.

—Pupils like school and will attend when that which is being done has meaning for them.

—Pupils are able, to a high degree, to assist in planning and in decision making.

—Pupils will assume and handle many responsibilities wisely when properly guided by the teacher.

—Pupils can recognize many of the characteristics of a good teacher and a good school.

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* From an article entitled, "They'll Be Comin' Round The Mountain When They Come," in the April 25, 1954, issue of the Louisville Courier-Journal.

** This was an expression of an early Berea College official, President Frost.

—Pupils acquire their prejudices and hatreds of other people from adults.

(2) Parents

—Parents want their children to have better educational opportunities than they had.

—Parents will support education with both money and effort if the program seems worthwhile to them and they are directly involved.

—Parents like to be accepted as worthwhile individuals in school-community relationships.

—Parents of every sort can make some kind of worthwhile contributions, if given an opportunity.

—Parents will often serve effectively as resource people.

—Parents usually take great pride even in the slightest progress of their children or school.

—Parents will praise or condemn the school and its program in proportion to their feeling of being a true part of it.

(3) Other Community Adults

—Adults in the community, other than parents, do have a definite interest in the school and its program.

—Adults will support the school and its program if given an opportunity to do something which they consider significant.

—Adults have many skills as resource persons which can be utilized toward school and community betterment.

—Adults, other than parents, are often the determining factor in making for the success or failure of a school or community program.

(4) Teachers

—Teachers will improve themselves professionally by study and travel when given an opportunity and when properly activated and guided.

—Teachers increase their status in the community in proportion to their professional growth.

—Teachers deserve salaries which will provide a standard of living in keeping with that required of their profession.

—Teachers deserve an acceptable home-community environment.

—Teachers should be free from political and group pressure in order to do acceptable work with pupils and the community as a whole.

—Teachers should have full tenure status as provided by Kentucky law and not be subject to unsavory administrative practices related to employment and placement.

—Teachers should be notified of teaching assignments as soon as possible after the adoption of the school budget.

—Teachers should be provided with acceptable buildings, equipment, and facilities needed for a good instructional program.

—Teachers can be effective community leaders.

—Teachers should be professional persons in all phases of their relationships with others.

—Teachers often teach more by the way they teach than by what they attempt to teach.

—Teachers, through guided experience, learn much about growth and development of children and how learning takes place.

(5) Resource Persons

—Resource persons are available to every school regardless of size or location.

—Resource persons have made outstanding contributions to schools.

—Resource persons, if given an opportunity, are glad to work with schools.

—Resource persons afford one of the best ways to enrich the curriculum.

(6) Superintendents and School Staffs

—Superintendents and school staffs were pleased to work with the RSIP personnel when they learned that someone was coming to be of assistance in a common cause, not to tell them what to do and how to do it.

—Superintendents and school staffs have profited by the RSIP.

—Superintendents and school staffs have contributed much to the success of the Project.

—Superintendents and school staffs were of great help in causing the benefits of the RSIP to overflow into non-Project schools.

—Superintendents and school staffs have welcomed the leadership afforded by the RSIP personnel, especially in instances where it was not politically expedient for them to make such forward steps unsupported.

—Superintendents and school staffs have been aware that the Teaching Fellows' travel and study has helped to enrich the instructional program.

—Superintendents and school staffs have become more aware of the importance of such professional activities as standardized testing, cumulative records, and wise use of instructional time.

—Superintendents and school staffs are more permissive in the area of educational experimentation than is generally assumed by teachers.

(7) Supervisors

—Supervisors have learned much about desirable ways of working with pupils, teachers, parents, and other members of the school community.

—Supervisors have grown both as individuals and as professional persons, evaluating themselves and making desirable adjustments.

—Supervisors have gained new ideas of broader fields of service.

—Supervisors have recognized more fully the significance and scope of professional organizations.

CHAPTER X

Summary

The Rural School Improvement Project was a complex of many educational activities participated in cooperatively by many individuals and groups for the primary purpose of reducing the inequalities of educational opportunities which exist in some rural communities. Other important aims were: (1) to select college degree, fully certified, young teachers and through an in-service program train them for careers in rural education in remote and economically disadvantaged localities; (2) to study the development and promote adequate programs of supervision; (3) to gain field experiences for the Berea staff and to channel these experiences into campus curriculum modifications; and (4) to stimulate a demand in rural communities for better teachers for better schools. How well these purposes have been met may have been partially ascertained by the reading of the report up to this point. However, further judgments may have to be deferred until additional appraisals have been completed. There are plans to conduct a follow-up of the Project during the current year and will probably be extended into the future in an effort to evaluate the long range effects of this type of undertaking.

There were five basal areas in which most of the work of the project was concentrated. These areas were: (1) the teacher; (2) the pupil; (3) the community; (4) the building, equipment, and grounds; and (5) the program of supervision utilized in carrying out the activities within the other four named areas. The Project activities were centered about the teacher since two of the fundamental assumptions of the Project were: (1) good teachers are indispensable for good schools; and (2) good schools make for good communities. Efforts in all the five areas were ultimately directed at the intellectual, social, physical, and emotional growth of the pupil. The RSIP was conceived as operating on two educational levels roughly parallel to each other. One level was for the development of the pupils and the other was directed toward the educational growth of the adult members of the community. It has long been known and was verified again within the scope of the Project that schools cannot rise far above the level of the expectations of the people most directly involved in the educational processes. In every school community there was organized a teacher-parent group that became participants in the improvement of school, community, and self. Improvements in buildings, facilities, grounds, and instructional materials were arrived at through the cooperative efforts of teachers, pupils, parents, administrators and school boards. There was practically no money from the Fund for the Advancement of Education spent on these aspects of improvement within the Project. Each selected school in a sense became a demonstration center for many teachers of small schools in the school district indicating some ways that a remote, rural school with little financial support but sound leadership could improve its setting and curriculum.

The program of supervision as conceived by the RSIP consisted of many activities to stimulate the development of educational leadership at all levels. Basically, it was an attempt to release the instructional potential existent within the school personnel as well as to develop leadership in the community surrounding the school. This process was effected through providing a climate in which accurate definitions of problems, the gathering of data, and the attacking in an intelligent manner the problems to be solved could take place. In every case, the efforts of the Project supervisor were aimed at the improvement of the teaching-learning situation for the school and community.

The Rural School Improvement Project worked directly with over 5,000 children, 63 Teaching Fellows, 38 different schools, 13 county school districts, one independent school district, and 10 county school supervisors. Indirectly, the Project has touched the lives of almost 45,000 children within the school districts that participated in the undertaking.

Additional consequences of the program were that: (1) the Teaching Fellows had summer study experiences in 17 different colleges or universities, in 13 states; (2) the Teaching Fellows had personal contacts in study groups, workshops and institutes with outstanding leaders in professional education and the academic world; (3) travel provided the Fellows in the summer scholarships totaled more than 500,000 miles (including 9 Teaching Fellows who toured many countries of Europe); (4) pupils showed consistent gains in reading and other academic skills as revealed through the Project testing program; (5) pupils have improved in health, nutrition, civic competence, in enjoyment of school, and in the breadth and depth of social relationships; (6) the curriculum of the schools improved in quality as well as in quantity as a result of changed teaching behavior, improved teaching materials, field experiences, supplementary reading, and the like; (7)

communities showed improvement through greater interest by parents in the children and their schools and through the stimulus created in work for better roads, sanitation, nutrition studies, parasitic surveys, etc.; (8) county school systems other than those in the Project profited through workshops, study groups, etc., utilizing the consultant services provided by the RSIP staff; (9) the inclusion of Negro teachers within the Project made some small contribution to the lessening of racial tensions in the mountains of Kentucky; (10) the use and development of instructional materials by teacher-pupils from local resources was greatly increased; (11) supervisory leadership, when concentrated on a relatively few teachers operating within the frame of reference that includes an awareness and an understanding of the many variable factors existing within a school community, was very effective in producing rich educational experiences for all concerned; (12) a new program of experimentation in the preparation of educational supervisors, jointly sponsored by Berea College and the University of Kentucky, emerged from the experiences of the RSIP and was begun in June, 1957; (13) and the renewed realization of the great need for the teacher training institutions along with society in general, to aid in the conditioning of the attitudes of young people was recognized so that there will be a growing willingness to teach in the smaller, more remote urban-isolated schools of America.

This report may be appropriately closed with a quotation from Howard A. Dawson, Executive Secretary, Department of Rural Education of the National Education Association, from an address he made to the Department in 1954. The statement was as follows:

> "The American people had better lose no time in perfecting the practice of their ideal of equality of educational opportunity. We are too small a part of the world and in too great a struggle against the enemies of our way of life to fritter away any of our human resources. We have no manpower to sacrifice to ignorance, physical underdevelopment, poor health, undernourishment, and civic incompetence. Education is the bulwark of our free republic and our democratic conception of human dignity and relationships."

APPENDIX

APPENDIX A

Advisory Committee For Rural School Improvement Project For 1953-57

Dr. John Boyd, *Dean*
Union College
Barbourville, Kentucky

Mr. James Cawood, *Superintendent*
Harlan County Schools
Harlan, Kentucky

Mr. James Dean, *Registrar*
Berea College
Berea, Kentucky

Dr. Frank Dickey, *President*
University of Kentucky
Lexington, Kentucky

Dr. Adron Doran, *President*
Morehead State College
Morehead, Kentucky

Dr. Charles C. Graham, *Chairman*
Department of Education
Berea College
Berea, Kentucky

Miss Adelaide Gundlach, *Registrar*
Berea College
Berea, Kentucky

Dr. Francis S. Hutchins, *President*
Berea College
Berea, Kentucky

Dr. W. J. Moore, *Dean*
Eastern State College
Richmond, Kentucky

Dr. Louis Smith, *Dean*
Berea College
Berea, Kentucky

Mr. Sedley Stewart, *Superintendent*
Lee County Schools
Beattyville, Kentucky

Mr. Sam Taylor, *Supervisor*
Department of Education
Frankfort, Kentucky

Dr. Pat W. Wear, *Director of RSIP*
Department of Education
Berea College
Berea, Kentucky

APPENDIX B

List Of Resource People Who Helped In School And Community Improvement During The Four Years Of The Project

Bible Teachers
Bus Drivers
Church Members
County Farm Agents
County School Supervisors
Directors of Health Departments
Foreign Visitors
4-H Club Workers
Frontier Nurses
Game and Fish Conservationists
Health Doctors
Health Nurses
Health Sanitarians
Local Business People
Local Doctors
Local Professional People
Members of School Boards
Newspaper People
Officials of Save The Children Federation
Private School Personnel
Public School Personnel
Radio Station Personnel
School Superintendents
Soil Conservationists
Staff Members From Private Colleges
Staff Members From State Colleges
State Department of Education Personnel
U. S. Health Department Members

APPENDIX C

Number Of Counties And Schools In Each Area And The Number Of Years Each School Was In The Project

Area	County	Schools	Years in Project					Number of Individual Teachers
			1	2	3	4		
			53-54	54-55	55-56	56-57	Total	
I	Harlan	Green Hills		X	X	X	3	7
		Pine Mountain	X	X	X	X	4	6
		Salt Trace		X	X	X	3	2
		Straight Creek	X				1	2
	Leslie	Cinda on Cutshin	X				1	1
		Lower McIntosh	X				1	1
		Lower Trace on Cutshin	X				1	1
		Rhone Gap				X	1	2
	Letcher	Bear Branch	X	X			2	2
		Colson			X	X	2	1
		Coyle's Branch	X	X	X		3	1
	• • • • •	Whitco		X	X	X	3	2
	Jenkins Ind. School Dist.	McRoberts				X	1	1
	Perry (southern part)	Delphia		X	X	X	3	3
II	Clay	Aldridge Rock		X	X		2	1
		Brown	X	X	X	X	4	2
		Goose Rock	X	X	X		3	1
		Lockards Creek		X	X	X	3	1
		Manchester			X	X	2	2
	Lee	Heidelberg	X				1	1
		St. Helen's			X	X	2	1
	Owsley	Fish Creek	X				1	1
		Lerose	X	X	X		3	1
		Sturgeon				X	1	1
	Perry (northern part)	Bowlingtown			X	X	2	1
		Buckhorn			X	X	2	3
		Forked Mouth	X	X	X		3	2
		Gay's Creek		X			1	1
		Middle Squabble	X	X	X	X	4	2
III	Jackson	Letter Box	X				1	1
	Rockcastle	Disputanta			X	X	2	1
		Red Hill		X	X	X	3	1
IV	Breathitt	Little Red*	X	X	X	X	4	2
	Elliott	Concord			X		1	1
		Fairview			X		1	1
		Isonville				X	1	1
	Morgan	Crockett		X	X	X	3	7
	Wolfe	Malaga		X	X	X	3	4

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* This school was supervised by the Area II Supervisor during 1953-54, prior to the formation of Area IV.

APPENDIX D

Number Of Teaching Fellows In Each School System Each Year Of The Project

Area	County	53-54		54-55		55-56		56-57	
		Teaching Fellows							
		Teachers	Sup.	Teachers	Sup.	Teachers	Sup.	Teachers	Sup.
I	Harlan	3	—	8	—	8	—	7	—
	Leslie	3	—	—	—	—	—	2	—
	Letcher	2	—	4	—	4	—	2	—
	Jenkins	—	—	—	—	—	—	1	—
	Perry	2	—	2	—	2	—	1	1
	TOTALS	10	—	14	—	14	—	13	1
II	Clay	3	—	5	—	7	—	4	1
	Lee	1	—	—	—	1	—	1	—
	Owsley	2	—	1	—	1	—	1	—
	Perry	—	—	3	—	5	—	5	—
	TOTALS	6	—	9	—	14	—	11	1
III	Jackson	1	1	—	1	—	—	—	—
	Rockcastle	—	—	1	—	2	—	2	—
	TOTALS	1	1	1	1	2	—	2	—
IV	Breathitt	1	—	2	—	2	—	1	—
	Elliott	—	—	—	1	2	2	1	2
	Morgan	—	—	4	—	5	—	5	—
	Wolfe	—	—	1	—	2	—	2	—
	TOTALS	1	—	7	1	11	2	9	2
Grand Totals		18	1	31	2	41	2	35	4
Summary		19		33		43		39	

APPENDIX E

Number Of Counties, Number Of Teaching Fellows, And Number Of Schools In The RSIP For Each Of The Four Years And Total Involved

Item	1953-54	1954-55	1955-56	1956-57	Total Involved *
Number of Teaching Fellows	19	33	43	39	63
Number of Counties	9	12	12	13	14
Number of Schools	16	19	25	22	38

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* This was total involved minus duplication.

APPENDIX F

Roster Of Rural School Improvement Project Personnel For The School Year 1953-54

Name	School	County	Supervisor
TEACHING FELLOWS			
Austin, Louise	Straight Creek	Harlan	Kincer
Blair, Alta	Goose Rock	Clay	Jessee
Bowman, Thelma	Letter Box	Jackson	Jessee
Collins, Louise	Bear Branch	Letcher	Kincer
Colwell, Marshall	Forked Mouth	Perry	Jessee
Corbin, Lattie Mae	Straight Creek	Harlan	Kincer
Feltner, Mae	Lower McIntosh	Leslie	Kincer
Gabbard, Douglas	Middle Squabble	Perry	Jessee
Herndon, Faye	Fish Creek	Owsley	Jessee
Johnson, Francis C.	Little Red	Breathitt	Jessee
Kinnaird, Christine	Pine Mountain	Harlan	Kincer
Mitchell, Jean	Coyle's Branch	Letcher	Kincer
Richards, Ada Rose	Lower Trace on Cutshin	Leslie	Kincer
Shepherd, Mayme	Supervisor	Jackson	Jessee
Stacy, George	Heidelberg	Lee	Jessee
Stewart, Lloyd	Brown	Clay	Jessee
Stewart, Sally	Brown	Clay	Jessee
Turner, Martha	Lerose	Owsley	Jessee
Van Nuys, Ann Stryker	Cinda on Cutshin	Leslie	Kincer
STAFF MEMBERS			
Ambrose, Luther M.	Director	Berea College	
Faulkner, Maureen	Recorder	Berea College	
Graham, Charles C.	Elementary Consultant	Berea College	
Jessee, Mabel C.	Supervisor	Lee	
Kincer, Charles L.	Supervisor	Harlan	
Walters, Roy N.	Photographer	Berea College	
Wear, Pat W.	Special Supervising Assistant	Berea College	

APPENDIX G

Roster Of Rural School Improvement Project Personnel
For The School Year 1954-55

Name	School	County	Supervisor
TEACHING FELLOWS			
Austin, Louise	Pine Mountain	Harlan	Kincer
Blair, Alta	Goose Rock	Clay	Jessee
Blair, Olive	Lockards Creek	Clay	Jessee
Blevins, Reba	Salt Trace	Harlan	Kincer
Brown, Ometa	Delphia	Perry	Kincer
Collins, Mary E.	Green Hills	Harlan	Kincer
Colwell, Marshall	Forked Mouth	Perry	Jessee
Corbin, Lattie Mae	Green Hills	Harlan	Kincer
Derickson, Mina Jane	Green Hills	Harlan	Kincer
Fields, Simeon	Green Hills	Harlan	Kincer
Flesher, Mrs. Cacus	Red Hill	Rockcastle	Wear
Gabbard, Douglas	Middle Squabble	Perry	Jessee
Harris, Lenore	Green Hills	Harlan	Kincer
Hensen, Mary Ellen	Supervisor	Elliott	Robbins
Hudson, Elbert	Aldridge Rock	Clay	Jessee
Johnson, Frances C.	Little Red	Breathitt	Robbins
Kincer, Fay	Bear Branch	Letcher	Kincer
Kinnaird, Christine	Pine Mountain	Harlan	Kincer
McIntosh, Gaynell	Gay's Creek	Perry	Jessee
Maggard, Ellis	Whitco	Letcher	Kincer
Maggard, Olga	Whitco	Letcher	Kincer
Miracle, Grace	Malaga	Wolfe	Robbins
Mitchell, Jean	Coyle's Branch	Letcher	Kincer
Richards, Ada Rose	Delphia	Perry	Kincer
Rowland, Claudie	Crockett	Morgan	Robbins
Shepherd, Mayme	Supervisor	Jackson	Wear
Skaggs, Hazel	Crockett	Morgan	Robbins
Skaggs, Kermit	Crockett	Morgan	Robbins
Smith, Olive Hays	Little Red	Breathitt	Robbins
Stewart, Lloyd	Brown	Clay	Jessee
Stewart, Sally	Brown	Clay	Jessee
Turner, Martha	Lerose	Owsley	Jessee
Wheeler, Arlene	Crockett	Morgan	Robbins
STAFF MEMBERS			
Ambrose, Luther M.	Director	Berea College	
Faulkner, Maureen	Recorder	Berea College	
Graham, Charles C.	Elementary Consultant	Berea College	
Jessee, Mabel C.	Supervisor	Lee	
Kincer, Charles L.	Supervisor	Harlan	
Robbins, Warren	Supervisor	Morgan	
Walters, Roy N.	Photographer	Berea College	
Wear, Pat W.	Special Supervising Assistant	Berea College	

APPENDIX H

Roster Of Rural School Improvement Project Personnel
For The School Year 1955-56

Name	School	County	Supervisor
TEACHING FELLOWS			
Austin, Louise	Pine Mountain	Harlan	Kincer
Blair, Alta	Goose Rock	Clay	Jessee
Blair, Olive	Lockards Creek	Clay	Jessee
Bowling, Pauline	Bowlingtown	Perry	Jessee
Brown, Louise	Concord	Elliott	Robbins
Brown, Ometa	Delphia	Perry	Kincer
Cassity, Revrey	Crockett	Morgan	Robbins
Collins, Mary E.	Green Hills	Harlan	Kincer
Colwell, Marshall	Buckhorn	Perry	Jessee
Colwell, Wanda Mae	Forked Mouth	Perry	Jessee
Derickson, Mina Jane	Green Hills	Harlan	Kincer
Dickerson, Ernestine	Supervisor	Elliott	Robbins
Fields, Simeon	Green Hills	Harlan	Kincer
Flesher, Mrs. Cacus	Red Hill	Rockcastle	Wear
Gabbard, Douglas	Middle Squabble	Perry	Jessee
Gabbard, Vesta	Middle Squabble	Perry	Jessee
Harris, Lenore	Green Hills	Harlan	Kincer
Henderson, Dorsalene	Disputanta	Rockcastle	Wear
Henson, Mary Ellen	Supervisor	Elliott	Robbins
Herald, Odessa F.	Delphia	Perry	Kincer
Hipsher, Katie Payne	Manchester	Clay	Jessee
Hix, Mary	Salt Trace	Harlan	Kincer
Hudson, Elbert	Aldridge Rock	Clay	Jessee
Johnson, Frances C.	Little Red	Breathitt	Robbins
Kincer, Faye	Green Hills	Harlan	Kincer
Kinnaird, Christine	Pine Mountain	Harlan	Kincer
Maggard, Ellis	Whitco	Letcher	Kincer
Maggard, Olga	Whitco	Letcher	Kincer
Mitchell, Jean	Coyle's Branch	Letcher	Kincer
Monahon, Lois A.	Malaga	Wolfe	Robbins
Napier, Ruby King	Malaga	Wolfe	Robbins
Rowland, Claudie	Crockett	Morgan	Robbins
Sexton, Columbus	Colson	Letcher	Kincer
Skaggs, Hazel	Crockett	Morgan	Robbins
Skaggs, Kermit	Crockett	Morgan	Robbins
Smith, Olive Hays	Little Red	Breathitt	Robbins
Stewart, Lloyd	Brown	Clay	Jessee
Stewart, Sally	Brown	Clay	Jessee
Tackett, Vilma	Fairview	Elliott	Jessee
Taylor, Edward D.	Manchester	Clay	Jessee
Turner, Martha	Lerose	Owsley	Jessee
Wheeler, Arlene	Crockett	Morgan	Robbins
Whitaker, Naomi	St. Helens	Lee	Jessee
STAFF MEMBERS			
Buckland, Roscoe V.	General Consultant	Berea College	
Graham, Charles C.	Elementary Consultant	Berea College	
Jessee, Mabel C.	Supervisor	Lee	
Kincer, Charles	Supervisor	Harlan	
Robbins, Warren	Supervisor	Morgan	
Walters, Roy N.	Photographer	Berea College	
Wear, Pat W.	Director	Berea College	

APPENDIX I

Roster Of Rural School Improvement Project Personnel For The School Year 1956-57

Name	**School**	**County**	**Supervisor**
TEACHING FELLOWS			
Blair, Alta	Supervisor	Clay	Jessee
Blair, Olive	Lockards Creek	Clay	Jessee
Bowling, Pauline	Bowlingtown	Perry	Jessee
Brown, Ometa	Delphia	Perry	Kincer
Cassity, Revrey	Crockett	Morgan	Robbins
Collins, Mary E.	Pine Mountain	Harlan	Kincer
Colwell, Marshall	Buckhorn	Perry	Jessee
Colwell, Wanda Mae	Buckhorn	Perry	Jessee
Derickson, Mina Jane	Green Hills	Harlan	Kincer
Dickerson, Ernestine	Supervisor	Elliott	Robbins
Evans, George L.	Rhone Gap	Leslie	Kincer
Flesher, Mrs. Cacus	Red Hill	Rockcastle	Wear
Gabbard, Douglas	Supervisor	Perry	Jessee
Gabbard, Vesta	Middle Squabble	Perry	Jessee
Gurnett, Jacqueline	Malaga	Wolfe	Robbins
Henderson, Dorsalene	Disputanta	Rockcastle	Wear
Henson, Mary Ellen	Supervisor	Elliott	Robbins
Hipsher, Katie Payne	Manchester	Clay	Jessee
Hix, Mary	Salt Trace	Harlan	Kincer
Holbrook, Omeda	Green Hills	Harlan	Kincer
Hudson, Elbert	Buckhorn	Perry	Jessee
Hullette, Ruth	Crockett	Morgan	Robbins
Kincer, Faye	Pine Mountain	Harlan	Kincer
Lewis, Elva	Rhone Gap	Leslie	Kincer
Maggard, Ellis	McRoberts	Letcher	Kincer
Maggard, Olga	Whitco	Letcher	Kincer
Monahon, Lois A.	Malaga	Wolfe	Robbins
Rowland, Claudie	Crockett	Morgan	Robbins
Sexton, Columbus	Colson	Letcher	Kincer
Shipley, Paul S.	Crockett	Morgan	Robbins
Smith, Olive Hays	Little Red	Breathitt	Robbins
Stewart, Lloyd	Brown	Clay	Jessee
Stewart, Sally	Brown	Clay	Jessee
Tackett, Vilma	Isonville	Elliott	Jessee
Turner, Martha	Sturgeon	Owsley	Jessee
Wheeler, Arlene	Crockett	Morgan	Robbins
Whitaker, Charles	Pine Mountain	Harlan	Kincer
Whitaker, Joyce	Pine Mountain	Harlan	Kincer
Whitaker, Naomi	St. Helens	Lee	Jessee
STAFF MEMBERS			
Buckland, Roscoe V.	General Consultant	Berea College	
Graham, Charles C.	Elementary Consultant	Berea College	
Jessee, Mabel C.	Supervisor	Lee	
Kincer, Charles L.	Supervisor	Harlan	
Robbins, Warren	Supervisor	Morgan	
Walter, Roy N.	Photographer	Berea College	
Wear, Pat W.	Director	Berea College	

APPENDIX J

Complete Roster of Rural School Improvement Project Personnel For The School Years 1953-57

NAME OF TEACHING FELLOW	YEARS IN PROGRAM					SCHOOL
	53-54	54-55	55-56	56-57	Total	
Austin, Miss Louise	X	X	X		3	Straight Creek 53-54 Pine Mountain 54-56
Blair, Miss Alta	X	X	X	X	4	Goose Rock 53-56 Supervisor 56-57
Blair, Mrs. Olive		X	X	X	3	Lockards Creek
Blevins, Miss Reva		X			1	Salt Trace
Bowling, Mrs. Pauline			X	X	2	Bowlingtown
Bowman, Mrs. Thelma	X				1	Letter Box
Brown, Mrs. Louise			X		1	Concord
Brown, Miss Ometa		X	X	X	3	Delphia
Cassity, Mrs. Revrey			X	X	2	Crockett
Collins, Miss Louise	X				1	Bear Branch
Collins, Mrs. Mary E.		X	X	X	3	Green Hills 54-56 Pine Mountain 56-57
Colwell, Marshall	X	X	X	X	4	Forked Mouth 53-55 Buckhorn 55-57
Colwell, Mrs. Wanda Mae			X	X	2	Forked Mouth 55-56 Buckhorn 56-57
Corbin, Miss Lattie Mae	X	X			2	Straight Creek 53-54 Green Hills 54-55
Derickson, Miss Mina Jane		X	X	X	3	Green Hills 54-57
Dickerson, Mrs. Ernestine			X	X	2	Supervisor
Evans, George				X	1	Rhone Gap
Feltner, Miss Mae	X				1	Lower McIntosh
Fields, Simeon		X	X		2	Green Hills
Flesher, Mrs. Cacus		X	X	X	3	Red Hill
Gabbard, Douglas	X	X	X	X	4	Middle Squabble 53-56 Supervisor 56-57
Gabbard, Mrs. Vesta			X	X	2	Middle Squabble
Gurnett, Miss Jacqueline				X	1	Malaga
Harris, Miss Lenore		X	X		2	Green Hills
Henderson, Mrs. Dorsalene			X	X	2	Disputanta
Henson, Mrs. Mary Ellen		X	X	X	3	Supervisor
Herald, Mrs. Odessa F.			X		1	Delphia
Herndon, Miss Faye	X				1	Fish Creek
Hipsher, Mrs. Katie Payne			X	X	2	Manchester
Hix, Miss Mary			X	X	2	Salt Trace
Holbrook, Mrs. Omeda				X	1	Green Hills
Hudson, Elbert		X	X	X	3	Aldridge Rock 54-56 Buckhorn 56-57
Hullette, Mrs. Ruth				X	1	Crockett
Johnson, Mrs. Frances C.	X	X	X		3	Little Red
Kincer, Mrs. Faye		X	X	X	3	Bear Branch 54-55 Green Hills 55-56 Pine Mountain 56-57
Kinnaird, Miss Christine	X	X	X		3	Pine Mountain
Lewis, Mrs. Elva				X	1	Rhone Gap
McIntosh, Mrs. Gaynell		X			1	Gay's Creek
Maggard, Ellis		X	X	X	3	Whitco 54-56 McRoberts 56-57

APPENDIX J (Continued)

Complete Roster of Rural School Improvement Project Personnel For The School Years 1953-57*

NAME OF TEACHING FELLOW	YEARS IN PROGRAM					SCHOOL
	53-54	54-55	55-56	56-57	Total	
Maggard, Mrs. Olga		X	X	X	3	Whitco
Miracle, Miss Grace		X			1	Malaga
Mitchell, Miss Jean	X	X	X		3	Coyle's Branch
Monahon, Miss Lois A.			X	X	2	Malaga
Napier, Mrs. Ruby King			X		1	Malaga
Richards, Miss Ada Rose	X	X			2	Lower Trace on Cutshin 53-54 Delphia 54-55
Rowland, Claudie		X	X	X	3	Crockett
Sexton, Columbus			X	X	2	Colson
Shepherd, Mrs. Mayme	X	X			2	Supervisor
Shipley, Paul S.				X	1	Crockett
Skaggs, Mrs. Hazel		X	X		2	Crockett
Skaggs, Kermit		X	X		2	Crockett
Smith, Mrs. Olive Hays		X	X	X	3	Little Red
Stacy, George	X				1	Heidelberg
Stewart, Lloyd	X	X	X	X	4	Brown
Stewart, Mrs. Sally	X	X	X	X	4	Brown
Tackett, Mrs. Vilma			X	X	2	Fairview 55-56 Isonville 56-57
Taylor, Edward D.			X		1	Manchester
Turner, Mrs. Martha	X	X	X	X	4	Lerose 53-56 Sturgeon 56-57
Van Nuys, Miss Ann Stryker	X				1	Cinda on Cutshin
Wheeler, Miss Arlene		X	X	X	3	Crockett
Whitaker, Charles				X	1	Pine Mountain
Whitaker, Mrs. Joyce				X	1	Pine Mountain
Whitaker, Mrs. Naomi			X	X	2	St. Helens
TOTAL	19	33	43	39		
STAFF MEMBERS						
Ambrose, Luther	X	X			2	Director
Buckland, Roscoe V.			X	X	2	General Consultant
Faulkner, Maureen	X	X			2	Recorder
Graham, Charles C.	X	X	X	X	4	Elementary Consultant
Jessee, Mrs. Mabel C.	X	X	X	X	4	Area Supervisor
Kincer, Charles L.	X	X	X	X	4	Area Supervisor
Robbins, Warren		X	X	X	3	Area Supervisor
Walters, Roy N.	X	X	X	X	4	Photographer
Wear, Pat W.	X	X	X	X	4	Special Supervising Assistant 53-55 Director 55-57
GRAND TOTAL	26	41	50	46	163	

There was a total of 72 individuals in the program during the four years.

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* This roster does not include advisory committee members. A special listing of these groups appears in Appendix A.

APPENDIX K

Marital Status of the 63 Teaching Fellows in the RSIP

Item	Single	Married	Number of Husband-Wife Teams	Total
Women	19	24	6*	49
Men	2	7	5	14
Total	21	31	11	63

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* The husband of one of the married women was an Area Supervisor in the Project and was not listed as a Teaching Fellow.

APPENDIX L

Place of Birth of 63 Teaching Fellows in RSIP

Born in 44 mountain counties of Eastern Kentucky

County	Number
* Perry	8
* Clay	5
* Elliott	4
* Lee	4
* Letcher	4
* Morgan	4
* Breathitt	3
Bell	2
* Leslie	2
* Owsley	2
Clark	1
Garrard	1
* Jackson	1
Johnson	1
Knott	1
Knox	1
Laurel	1
Madison	1
Powell	1
* Rockcastle	1
* Wolfe	1
TOTALS	49 (78%)

Born outside of 44 mountain counties of Eastern Kentucky

State	County	No.
Kentucky	Bracken	1
"	Hardin	1
"	Jessamine	1
"	Jefferson	1
"	Kenton	1
"	McLean	1
West Virginia	**Lincoln	1
Tennessee	**Campbell	1
New Jersey	Somerset	1
North Carolina	**Caldwell	1
	**Cherokee	1
	Guilford	1
	**Macon	1
	Montgomery	1
		14

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* Counties in the Area served by the RSIP.

** Counties outside of the 44 Eastern Kentucky group, but within the mountain territory of the South served by Berea College.

APPENDIX M

Age Distribution of 63 Teaching Fellows In The RSIP Over The Four-Year Period*

Number In This Age Group	Age Group
1	48
1	47
1	46
1	44
1	43
2	41
4	40
4	39
3	38
2	37
3	36
2	35
5	34
2	33 —MEDIAN
1	32
1	31
2	30
4	29
4	27
3	26
2	25
4	23
8	22
2	21

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[*] Ages are as of entrance into the Project.

APPENDIX N

Age Distribution of the 49 Women Teaching Fellows In The RSIP Over The Four-Year Period

Number In This Age Group	Age Group	
1	46	
1	44	
1	43	
2	41	
2	40	
3	39	
2	38	
2	37	
1	36	
2	35	
4	34	
2	33	
1	32	
1	30	—MEDIAN
4	29	
3	27	
3	26	
1	25	
3	23	
8	22	
2	21	

APPENDIX O

Age Distribution of the 14 Men Teaching Fellows In The RSIP Over The Four-Year Period

Number In This Age Group	Age Group	
1	48	
1	47	
2	40	
1	39	
1	38	
2	36	—MEDIAN
1	34	
1	31	
1	30	
1	27	
1	25	
1	23	

APPENDIX P

Academic Degrees Held By The 63 Teaching Fellows In The RSIP At Beginning and End Of The Project

Degree	Number Who Held This Degree at Time of Entry Into Project	Number Who Held This Degree at Time of Leaving The Project
No degree	12	4
Bachelor's Degrees	51	59
Master's Degrees	2	11
TOTAL	65*	74**

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* The two teachers who held the Bachelor's degree also held the Master's degree.

** The 11 teachers who held the Master's degree were counted in the totals for the Bachelor's degree.

APPENDIX Q

College or University Attended Prior To Entering The RSIP By The 63 Teaching Fellows

COLLEGE OR UNIVERSITY	Number Who Attended
Eastern Kentucky State College	22
Morehead State College	10
Berea College	10
Union College	6
University of Kentucky	5
Kentucky State College	2
Centre College	1
Columbia University	1
Georgetown College	1
Marion College	1
Mississippi College	1
Peabody College	1
Sue Bennett College	1
Western Kentucky State College	1

APPENDIX R

Years of Teaching Experience of 63 Teaching Fellows At Time of Entering The Project

YEARS OF EXPERIENCE	Number of Teaching Fellows Who Had This Number Of Years of Experience	
22	1	
21	—	
20	1	
19	1	
18	—	
17	—	
16	—	
15	2	
14	1	
13	4	
12	4	
11	2	
10	1	
9	2	
8	1	
7	1	
6	5	
5	5	
4	3	—MEDIAN
3	9	
2	6	
1	4	
None	10	

APPENDIX S

List of Colleges and Universities Attended by Teaching Fellows During the Four Years of the RSIP

University of Kentucky
University of Wyoming
University of Maryland
Peabody College
Duke University
Eastern Kentucky State College
Union College
Morehead College
Temple University
Western Carolina
Miami University
Southern Illinois University
Stetson University
Boston University
Columbia University
Indiana University
University of Colorado

APPENDIX T

Circulation of Books From The Berea College Extension Library to Counties in Rural School Improvement Project For a Five-Year Period*

COUNTY	1952-53	1953-54	1954-55	1955-56	1956-57
Breathitt[1]					
Clay	420	5310	5990	5760	10110
Elliott[2]				1650	2280
Harlan	1520	1000	920	5160	1720
Jackson	3160	1210	16580	7060	2960
Lee[3]					
Leslie[4]	8540	1220			1340
Letcher	2520	910	3880	4250	2540
**Menifee			9390	10880	10260
Morgan[5]			1360	4400	
Owsley	400	1320	460	500	1540
Perry	760	410	910	3330	4460
Rockcastle	6990	27540	29020	21260	8810
Wolfe[6]			810	850	1850
TOTAL	24310	38920	69320	65100	47870

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* RSIP was in operation during the four-year period 1953-57. The 1952-53 year was reported as a means of comparison.

** This county did not participate in the Project by having a Teaching Fellow. The number of books reported for this county was the result of the work of the Area Supervisor who worked with the schools of the county.

[1] Used books from school and bookmobile libraries.

[2] Used books from school and bookmobile libraries.

[3] Used books from school and bookmobile libraries.

[4] Used books from school and bookmobile libraries.

[5] Did not enter program until 1954-55.

[6] Did not enter program until 1954-55.

APPENDIX U

Circulation of Books by Bookmobile Libraries To Counties in The RSIP For a Two-Year Period*

County	1954-55	1955-56	Total
Breathitt	144,755	163,594	308,349
Clay	2,670	75,630	78,300
Elliott	17.112	47,952	65,064
Harlan	129,550	131,216	260,766
Jackson	2,750	6,000	8,750
Lee	58,772	9,797	68,569
Leslie	14,400	71,000	85,400
Letcher	21,240	60,015	81,255
Morgan	6,400	43,545	49,945
Owsley	8,050	18,960	27,010
Perry	151,539	173,345	324,884
Rockcastle	10,648	15,006	25,654
Wolfe	73,405	39,983	113,388

Menifee County was not included in the above list due to the absence of a report covering these two years.

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* This report covers the school years of 1954-55 and 1955-56, the only years during the RSIP for which complete records were available.

APPENDIX V

Number of RSIP Schools in Each Category Based on Number of Teachers in Each School

Number of Teachers in Schools	Number of Schools
1	11
2	11
3	5
4	2
5	2
6	2
7	1
8	3
9	1
TOTAL	38

APPENDIX W

Size of The 38 RSIP Schools, According to Number of Teachers*

SCHOOL	Number of Teachers
Green Hills	5
Pine Mountain	7
Salt Trace	1
Straight Creek	2
Cinda on Cutshin	1
Lower McIntosh	1
Lower Trace on Cutshin	3
Rhone Gap	2
Bear Branch	1
Colson	3
Coyle's Branch	1
McRoberts	3
Whitco	9
Delphia	2
Aldridge Rock	1
Brown	2
Goose Rock	2
Lockards Creek	2
Manchester	3
Heidelberg	4
St. Helen's	6
Fish Creek	1
Lerose	4
Sturgeon	8
Bowlingtown	2
Buckhorn	8
Forked Mouth	2
Gay's Creek	1
Middle Squabble	2
Letter Box	3
Disputanta	1
Red Hill	1
Little Red	6
Fairview	2
Isonville	1
Concord	8
Crockett	5
Malaga	2

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* In many instances, all teachers in a given school were RSIP Teaching Fellows.

APPENDIX X

Kinds of Observed Physical Improvement in Instruction Reported by Parents, Teachers and Pupils

Kinds of Observed Physical Improvements	**Number of Times Reported**
Playground Equipment	210
Maps	182
Bulletin boards	161
Chairs	110
Clock	90
Projector	73
Encyclopedia	71
Globe	55
Phonograph	49
Phonograph records	48
Pictures	48
Subscription to local paper	42
Reading tables	41
Chalkboards	36
Telephone	35
Charts	30
Work tables	29
Waste cans	21
Mural	21
Pencil sharpener	20
Supplies	20
Duplicator	19
Art supplies	18
Partition	16
Chart holder	14
Solar system board	13
Desk	13
Magazines	11
Science corner	11
Alphabet cards	10
Easel	9
Filing cabinets	9
Films	8
Added rooms	5
Posters	5
Crayons	3
Radio	3
Magazine rack	2

APPENDIX Y

Kinds of Observed Physical Improvement in Health and Sanitation Reported by Parents, Teachers and Pupils

Kinds of Observed Physical Improvements	Number of Times Reported
Toilets	149
Handwashing facilities	121
Refrigerators	101
Freezers	94
Drinking fountains	58
New lights	54
Stoves	49
Heaters	45
Shades	42
Water heaters	37
Clean school grounds	36
Lunch counters	35
Running water	34
Sinks	28
Fans	26
Lunch programs	26
Water coolers	25
Hot lunches	19
Towels	18
Floors oiled	18
Milk programs	18
Dental care	14
Table tops	10
Soap	10
Physical care	9
Well pumps	9
Keeping school house clean	8
Purified water	8
Vaccinations and tests	8
Coal bins	8
Dug ditches	7
Milk coolers	7

APPENDIX Z

Kinds of Observed Physical Improvement in Beautification Reported by Parents, Teachers and Pupils

Kinds of Observed Physical Improvements	Number of Times Reported
Painted building	275
Flag pole	175
Curtains	131
Landscaping	115
Planted trees	72
Shades	52
Coat racks	48
Varnished seats	47
School grounds graded	41
Mirror	23
Lattice work	12
Graveled driveway	11
Dressing table	9
Attractive lunchroom	4
Wallboard	3
Kitchen rug	2
Drainage ditch	2

APPENDIX A-1

Kinds of Observed Physical Improvement In Safety Reported by Parents, Teachers and Pupils

Kinds of Observed Physical Improvements	Number of Times Reported
Floors and walls repaired	48
Broken window panes replaced	45
Roof repaired	41
Bridge fixed	20
Reconditioned seats	18
Built rock steps	17
First-aid supplies bought	16
Rewiring completed	14
Built new paths	10
Moved rocks	9
Drilled well	8
Door	7
Concrete around well house	5
Gym repaired	4
New flue	1
New ceilings	1
Fence built	1
Floor improved	1

APPENDIX B-1

Kinds of Observed Physical Improvement in Library Services Reported by Parents, Teachers and Pupils

Kinds of Observed Physical Improvements	Number of Times Reported
Book shelves	163
Added books	66
Reference books	14
Started library	13
Library corner	2

APPENDIX C-1

Size of Communities in Which RSIP Schools Were Located*

Population of Communities	Number of Communities in This Population Group	Per Cent of Communities in This Population Group
1000 to 2000	2	5
500 to 1000	1	3
250 to 500	7	19
100 to 250	10	26
Less than 100	18	47

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* In several instances, the population of the school communities was estimated since it was impossible to find this information in the latest U. S. Census Reports. Therefore, no claim to absolute accuracy was attempted but an effort is made to give an over-all view of community size.

APPENDIX D-1

Goals and Objectives Set Up By Community, The Teacher, And Pupils Toward The Improvement Of The School and Community and The Degree of Success Attained

GOAL	Number of Objectives Reported Toward Meeting This Goal*	Degree of Success Attained, as Reported by Teaching Fellows		
		Completed	Not Completed	Partially Completed
Improving Health and Safety	54	50	3	1
Providing Opportunities For Pupils To Work and Share Together	21	20		1
Improving Buildings and Equipment	40	39	1	
Developing Better School-Community Relationships	27	25		2
Improving Public Relations	11	11		
Providing Non-Class Educational Experiences	15	14		1
Providing More Effective Teaching Techniques and Procedures	43	38		5
Improving and Beautifying School Grounds	26	17	7	2
Providing a Better Learning Environment	38	37		1
Providing Instructional Materials and Supplies	17	16	1	
Providing Wholesome Fund-Raising Activities in the Community	7	6		1
Improving Scholastic Achievement	12	9		3
TOTAL	311	282	12	17

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* An objective is a specific project aimed at partially implementing a given goal.

APPENDIX E-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Improving Health And Safety And The Degrees Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To improve the over-all health program by providing for better foods, better health habits, and greater emphasis on a healthy environment	16	15		1
To rewire lunchroom and to provide such things as exhaust fans, hot water heaters, frozen food lockers, and waste paper baskets	7	7		
To provide for safety by securing fire extinguishers, warning children about proper walking habits on highways, building of new steps to school building, and immunization and inoculation	5	4	1	
To provide improved toilet facilities	5	4	1	
To provide an adequate supply of pure, fresh water	4	4		
To improve existing lunchroom program by making the lunchroom fly-proof and discontinuing the sale of soft drinks and candy	4	4		
To provide a lunchroom program	4	4		
To provide adequate hand-washing facilities to include towels and soap	4	3	1	
To make milk available in the lunchroom and serve a more balanced meal	3	3		
To paint the interior of the lunchroom	2	2		
TOTAL	54	50	3	1

APPENDIX F-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Providing Opportunities For Pupils To Work And Share Together And The Degree Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To encourage students to work and share together both as individuals and as group members	7	7		
To teach pupils to play together in a cooperative manner	2	2		
To increase responsibilities which pupils may assume in proportion to their ability to accept and act upon them wisely	2	2		
To encourage pupils to live and act democratically within the classroom	2	2		
To provide more opportunities in which the teacher plans with pupils	2	2		
To improve the number and quality of social activities in which pupils engaged	2	2		
To practice democracy by allowing pupils to help make their own rules and regulations	1	1		
To teach democracy by encouraging pupils to practice it in non-class activities	1			1
To provide better opportunities for teachers and pupils to plan together activities which take place outside of the school	1	1		
To stimulate the development of correct habits and attitudes toward each other, toward new ideas, and toward other people	1	1		
TOTAL	21	20		1

APPENDIX G-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Improving Buildings And Equipment And The Degree Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To improve the over-all condition of buildings and grounds	10	10		
To paint classrooms in an attractive manner	8	8		
To provide for necessary repairs to building such as replacement of broken window panes, repair roofs, etc.	6	6		
To install many pieces of equipment such as chalk trays, clocks, book shelves, chairs, and stoves	4	3	1	
To refinish desk tops and other pieces of furniture in the classroom	3	3		
To make buildings and grounds more attractive and sanitary	2	2		
To acquire playground equipment	2	2		
To make the classroom more attractive by putting up shades and drapes and hanging pictures	2	2		
To rewire school buildings to provide more adequately for lights and power	2	2		
To paint the outside of the school buildings	1	1		
TOTAL	40	39	1	

APPENDIX H-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Developing Better School-Community Relationships And The Degree Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To develop and improve overall school - community relationships	8	7		1
To provide more and better opportunities for parents and teachers to plan together	7	7		
To work with organizing and improving the P. T. A.	4	4		
To provide a library and make it available for community use	2	2		
To make the school as much a community center as possible	1	1		
To improve the homes in the community by encouraging pupils to put into practice what they learned at school	1	1		
To bring the school and the community closer together through better organization of activities	1	1		
To encourage parents to visit the classrooms	1	1		
To encourage teachers to visit all families of children in her classroom	1	1		
To start a community recreation program	1			1
TOTAL	27	25		2

APPENDIX I-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Improving Public Relations And The Degree Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To attempt to secure better public relations through a well-planned radio program	2	2		
To use resource people in the community	1	1		
To install a telephone in the school in order that parents may keep better informed about the school	1	1		
To teach respect for all people	1	1		
To encourage the community to continue RSIP activities after the Project has ended	1	1		
To get parents interested in improving the curriculum	1	1		
To secure desirable publicity through the newspapers	1	1		
To present a program in the school to which the parents would be invited	1	1		
To make the school a place where other teachers could come and observe profitably	1	1		
To cooperate with other organizations and agencies for the improvement of the school	1	1		
TOTAL	11	11		

APPENDIX J-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Providing Non-Class Educational Experiences And The Degree Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To take groups of pupils on trips having educational value	5	5		
To improve the quality of work being done by the 4-H Club in our school	2	1		1
To get a 4-H Club started in our school	1	1		
To plan an educational trip for the entire school	1	1		
To have entries at the county fair	1	1		
To have a picnic	1	1		
To provide a greater variety of activities both in and out of the classroom	1	1		
To get a community-wide reforestation program started	1	1		
To have a Christmas party	1	1		
To provide some recreational activities for members of the community	1	1		
TOTAL	15	14		1

APPENDIX K-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Providing More Effective Teaching Techniques And Procedures And The Degree Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To place greater emphasis upon unit work and the use of large blocks of time	9	9		
To give greater consideration to individual differences of children	8	8		
To attempt to improve overall teaching techniques	7	7		
To provide a more extensive reading program	6	5		1
To help pupils become better citizens	4	2		2
To help pupils become more effective learners	3	2		1
To secure or produce more and better teaching aids	2	2		
To encourage pupils to express themselves more clearly	2	1		1
To strive to do a better job of teaching	1	1		
To set up a cumulative record for each pupil	1	1		
TOTAL	43	38		5

APPENDIX L-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Improving And Beautifying School Grounds And The Degree Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To landscape or make general improvements on school grounds	4	4		
To build walks on school grounds	4	1	3	
To plant trees, shrubbery, and flowers	4	3		1
To put up flag pole and display the American flag	3	3		
To build or secure school equipment	2		2	
To stop erosion on school grounds	2	1	1	
To add gravel or crushed stone to ground to control mud	2	1		1
To sow grass on school ground	2	1	1	
To remove dead trees, brush, and weeds	2	2		
To make pupils conscious for need of ground beautification	1	1		
TOTAL	26	17	7	2

APPENDIX M-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Providing A Better Learning Environment And The Degree Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To provide a more interesting and pleasing atmosphere where pupils can work most effectively	14	14		
To provide a science corner	4	4		
To arrange for more desirable grouping of children	3	3		
To provide better library facilities	3	3		
To establish a reading area	3	3		
To help children grow socially, physically, mentally, and morally	4	4		
To place greater emphasis on the improvement of the curriculum	2	1		1
To improve attendance	2	2		
To provide a health corner	2	2		
To beautify the school room in general	1	1		
TOTAL	38	37		1

APPENDIX N-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Providing Instructional Materials And Supplies And The Degree Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To provide bulletin boards for instructional use	3	3		
To provide maps, globes, charts, and thermometers	3	3		
To provide more library books	3	3		
To provide bookshelves or bookcases	2	2		
To buy instructional aids	1	1		
To make a collection of teaching materials	1	1		
To provide a reading table	1	1		
To purchase an electric record player	1	1		
To get a combination radio and phonograph	1	1		
To purchase a new filmstrip projector and screen	1		1	
TOTAL	17	16	1	

APPENDIX O-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Providing Wholesome Fund-Raising Activities In The Community And The Degree Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To have pie suppers to raise money for activities and supplies	2	2		
To have a box supper	1	1		
To raise money to put running water in the lunchroom	1			1
To raise money for a new record player	1	1		
To conduct programs to secure money for needed school improvements	1	1		
To conduct money-raising projects other than programs to raise money for school improvements	1	1		
TOTAL	7	6		1

APPENDIX P-1

Objectives Set Up By Community, Teaching Fellows, And Pupils Toward Improving Scholastic Achievement And The Degree Of Success Attained

OBJECTIVE	Number of Objectives Reported	Degree of Success Attained		
		Completed	Not Completed	Partially Completed
To take definite steps to improve scholastic achievement	3	3		
To improve handwriting of pupils	2	1		1
To learn to use speech more effectively	2	2		
To improve the reading program	2	1		1
To learn to use arithmetic more effectively	1	1		
To do more art work in all classes	1			1
To teach pupils to become better spellers	1	1		
TOTAL	12	9		3

APPENDIX Q-1

Response Of Parents To The Question, "Who Helped In The Improvement Of The School And The Community?"

Persons or Groups Who Helped in Making Improvements	Number of Persons or Groups Shown in Response of Parents
Parents	141
Teaching Fellows	135
Pupils	88
Board of Education	71
Health nurse	67
Health doctor	65
Health sanitarian	59
Soil conservationist	58
Superintendent	57
Save the Children Federation	44
RSIP	24
Others	23
County Farm Agent	19
Area Supervisor	13
P. T. A.	6
Bus drivers	5
4-H Club	5

APPENDIX R-1

Response Of Teaching Fellows To The Question, "Who Helped In The Improvement Of The School And The Community?

Persons or Groups Who Helped in Making Improvements	Number of Persons or Groups Shown in Response of Teaching Fellows
Pupils	31
Parents	28
Others	26
Board of Education	19
Teaching Fellows	18
Conservation Agent	10
P. T. A.	10
Save the Children Federation	8
Health Office	6
Supervisor	6
County Farm Agent	5

APPENDIX S-1

Response Of Pupils To The Question, "Who Helped In The Improvement Of The School And The Community?"

Persons or Groups Who Helped in Making Improvements	Number of Persons or Groups Shown in Response of Pupils
Parents	214
Teaching Fellows	214
Pupils	213
Health Nurse	198
RSIP Staff Members	197
Board of Education	192
County Superintendent	188
Health Sanitarian	177
Health Doctor	169
County Farm Agent	156
Soil Conservationist	149
State nutritionist	145
County Home Agent	129
Game and Fish Conservationist	124
Save the Children Federation	104
Others	46
U. S. Department of Health	19
Bus drivers	10
Church	10
Masons	9
Bookmobile	8
Bible teachers	8
Reforestation worker	7
F. N. S. nurse	6

APPENDIX T-1

Comparison Of The Median Amounts Of Money Made Available For Projects By School And Community Groups With Amounts Of Money Made Available For The Same Projects By School Boards

SCHOOL AND COMMUNITY	SCHOOL BOARD
$3500	$3000
3000	1805
1290	1800
1200	1800
1160	1500
1160	1160
1100	1000
1000	1000
1000	955
900	800
800	600
700	600
460	500
456	500
456	500
374	400
370 —MEDIAN	325 —MEDIAN
355	300
350	200
300	150
300	100
300	50
300	40
300	40
280	40
250	30
200	25
200	0
200	0
150	0
100	0
75	0
60	0
10	0

APPENDIX U-1

Comparison Of The Amount Of Money Made Available For Projects By School And Community Groups And Funds For The Same Purpose From School Boards

Amount of Money From Each Source		Group Making Highest Contribution		
Community	**School Board**	**Community**	**School Board**	**Same**
$ 3500	$ 1000	×		
3000	3000			×
1290	1800		×	
1200	200	×		
1160	1805		×	
1160	1800		×	
1100	955	×		
1000	1500		×	
1000	1000			×
900	none	×		
800	800			×
700	500	×		
460	40	×		
456	600		×	
456	none	×		
374	40	×		
370	500		×	
355	1160		×	
350	100	×		
300	none	×		
300	400		×	
300	none	×		
300	50	×		
300	600		×	
280	325		×	
250	300		×	
200	25	×		
200	500		×	
200	40	×		
150	150			×
100	none	×		
75	30	×		
60	none	×		
10	none	×		
$22,656	$19,220	18	12	4

APPENDIX V-1

An Examination Of Certain Facets Of Contributions Made To Projects By School And Community Groups And School Boards

Item Under Consideration	School and Community	School Board
Total of all contributions	$ 22,656.00	$ 19,220.00
Total contribution in top quarter (app.) of all cases	14,410.00	14,020.00
Total contribution in 3rd quarter (app.) of all cases	4,516.00	4,225.00
Total contribution in 2nd quarter (app.) of all cases	2,485.00	920.00
Total contribution in bottom quarter (app.) of all cases	1,245.00	55.00
Highest contribution reported	3,500.00	3,000.00
Median contribution	362.50	312.50
Total number of contributions made	34	27
Number of contributions $300 or over	24	18
Number of contributions less than $300	10	16
Number of contributions less than $100	3	13
Cases where no contribution was made	none	7
Amount of all contributions below the median	$ 3,530.00	$ 975.00

APPENDIX W-1

Countries From Which Foreign Visitors Have Come To Study The Rural School Improvement Project

- Afghanistan
- Assam
- Australia
- Bolivia
- Brazil
- Burma
- Cambodia
- Ceylon
- Costa Rica
- Dominican Republic
- Ecuador
- Egypt
- England
- Formosa
- Germany
- Gold Coast
- Greece
- Honduras
- India
- Indonesia
- Iraq
- Iran
- Ireland
- Israel
- Japan
- Jordan
- Kenya, Africa
- Korea
- Lebanon
- Libya
- Mexico
- Nicaragua
- Norway
- Pakistan
- Paraguay
- Peru
- Philippines
- Ryukyus
- Syria
- Saudi Arabia
- Scotland
- South America
- Thailand
- Turkey

APPENDIX X-1

An Evaluation By Teaching Fellows Of College Courses And Professional Experiences Related To Student Teaching To Prepare Them For Teachers

COURSE OR EXPERIENCE	Superior	Excellent	Good	Fair	Poor	Total
Principles or Introduction to Elementary Education—Content	3	10	21	6	—	40
Principles or Introduction to Elementary Education—Method	3	7	20	6	3	39
Student Teaching—Observation	8	16	18	2	3	47
Student Teaching—Teaching on-Campus	6	15	10	3	2	36
Student Teaching—Teaching off-Campus	11	7	12	5	4	39
Conference with Supervisor	8	12	8	7	4	39
Training School Experience	8	11	10	5	—	34
Contacts With Supervising Teacher	11	14	8	8	3	44
Pre-student Teaching Experience With Children	—	7	9	14	8	38
TOTALS	58	99	116	56	27	356
Per Cent	16	28	32	16	8	100

APPENDIX Y-1

An Evaluation By Teaching Fellows Of Courses In The College Program To Prepare Them As Teachers

TEACHING AREAS OR COURSES	CONTENT						METHOD					
	S.	E.	G.	F.	P.	Total	S.	E.	G.	F.	P.	Total
Teaching of Arithmetic	2	10	29	6	—	47	4	7	13	13	12	49
Teaching of Public School Art	3	13	16	6	8	46	4	11	18	5	9	47
Teaching of Public School Music	2	16	7	10	4	39	3	15	7	9	7	41
Teaching of Public School Science	7	15	14	10	2	48	7	14	12	10	4	47
Teaching of Public School Social Studies	3	12	18	8	2	43	2	13	11	9	7	42
Teaching of Public School Language Arts	3	10	22	7	3	45	2	7	16	10	9	44
Child Growth and Development	2	24	13	4	1	44	1	15	15	9	3	43
Children's Literature	10	18	12	3	2	45	9	15	13	4	3	44
Hygiene	5	13	18	9	1	46	4	8	13	18	3	46
Physical Education	6	13	19	9	1	48	6	13	20	6	3	48
General Education Courses	1	18	21	9	1	50	1	16	17	14	2	50
TOTALS	44	162	189	81	25	501	43	134	155	107	62	501
PER CENT	9	32	38	16	5	100	9	27	31	21	12	100

KEY TO LETTERS USED: S—Superior; E—Excellent; G—Good; F—Fair; P—Poor

APPENDIX Z-1

An Evaluation By Teaching Fellows Of Particular Areas Of The Teacher-Education Program At The College Level According To How They Have Provided An Adequate Background To Meet And Solve Professional Problems

	Strong	Acceptable	Weak	Totals
Organization and administration of small schools	7	17	26	50
Discipline	6	27	10	43
Record keeping	9	17	24	50
Group dynamics	5	22	19	46
Working with community	7	18	26	51
Philosophy of education	22	16	11	49
Use of resources	17	19	12	48
Materials: securing, use, and construction	15	21	13	49
Understanding of community	5	35	17	57
Evaluation techniques	6	22	17	45
Curriculum building and enrichment	10	21	19	50
Unit plans and construction	10	22	19	51
Understanding of supervision	7	28	13	48
Professional attitudes	16	27	6	49
Understanding and use of audio-visual aids	12	14	23	49
Health concepts	14	28	6	48
Understanding of in-service training program	12	16	21	49
TOTALS	180	370	282	832
PER CENT	22	44	34	100
Number of areas reported highest in this category	1	11	5	———

APPENDIX A-2

Handbook for Participants

Third Annual Institute for Teaching Fellows

(Overview - Perspective - Advance Reading Suggestions)

Prepared by

EDWARD G. OLSEN, *Consultant*

Berea College, Berea, Kentucky **December 27-30, 1955**

School-Community Relationships

"No child can escape his community. He may not like his parents, or the neighbors, or the ways of the world. He may groan under the processes of living, and wish he were dead. But he goes on living, and he goes on living in the community. The life of the community flows about him, foul or pure; he swims in it, drinks it, goes to sleep in it, and wakes to a new day to find it still about him. He belongs to it: it nourishes him or starves him, or poisons him; it gives him the substance of his life. And in the long run it takes its toll of him, and all he is."—Joseph K. Hart

Understanding the Topic

1. The Traditional School
   a. Verbalistic teaching
   b. Life needs today
2. Portents of Progress
   a. Struggle for realism
   b. Broadening perspective
   c. Changing purposes
   d. Promising programs
3. The Community School
   a. Basic purpose
   b. Curricular pattern
   c. Teaching methods
   d. Community relations
4. Teaching Zest
   a. Challenge to us
   b. Opportunity before us
   c. Self appraisals
   d. Growth experiences

Examining Some Ideas

A. Have you any "Poor Scholars" in your classes? How would you know?

B. How wide is the "moat" around your school? How can you tell?

C. Should teachers be expected to "know the community?" Why or why not?

D. In which type of school would you prefer to teach, and why: "academic," "progressive," or "community?"

E. Is the community school a passing fad or a basic trend?

F. Is a community-oriented school likely to become a provincial one? What safeguards can you suggest?

G. What do you consider to be the chief weakness of the community school? Which of these defects of theory and which of practical difficulty?

Motion Picture

And So They Live. A dramatic, documentary record of home, school, and community in a section of the rural South. Shows the struggle to live where the soil is depleted and where the school curriculum is far removed from the needs of the children and the adults alike. New York University Film Service, 1940. 25 minutes.

Advance Reading Suggestions

School and Community, Chapters 1, 2, 20. By Edward G. Olsen and others.

The Modern Community School, Chapters 1, 2, 6, 7. Edited by Edward G. Olsen.

Understanding the Community

"Education must be conceived as broadly as life itself, as broadly as democracy itself. Curriculum policies and plans growing out of such a concept will be formulated with reference to the needs and problems of society and of individuals. The curriculum will be focused upon the culture — its values, its conflicts, and its potentialities. The competencies required of the individual as a personality and as a member of social groups will be developed. As educational opportunities are extended, education will make a difference in the realities of everyday community living."

—National Education Association

Understanding the Topic

1. Analyzing the Community
    - a. Fundamental concept
    - b. Basic elements
    - c. Geographic areas
    - d. Cultural levels
    - e. Social processes
    - f. Setting in time
    - g. Community evolvement
    - h. Status behavior
2. Surveying the Community
    - a. Determine your purpose
    - b. Decide the scope
    - c. Secure needed data
    - d. Analyze the findings
    - e. Record the information

Understanding Some Ideas

A. What does "the community is people" mean to you? What community study implications do you see in this idea?

B. How useful do you find the "cultural levels" concept in deepening personal insights and in planning your teaching?

C. Could you organize a school curriculum around the "social processes" and their related problems? How adequate do you think such a curriculum would be?

D. Does your experience or observation validate the "community involvement through challenge" idea? Be specific.

3. Cataloging Community Resources
    - a. Discover resources
    - b. Record findings
    - c. Organize master file
    - d. Share information
    - e. Establish clearing house

E. How would you characterize the general social status of your county's people?

F. What community data do you already have for your area? What more do you need to comprehend your community situation? How might you go about securing that additional information? What sources can you utilize?

Motion Picture

Near Home. A class and teacher study their own community, demonstrating the strength of a learning process which begins with immediate interests and expands outward to the world and backward into the past. International Film Bureau, 1946. 25 minutes.

Advance Reading Suggestions

School and Community, Chapters 3, 4, 9, 13.
The Modern Community School, Chapter 3.

Utilizing and Involving the Community

"The circumstances of our times make it imperative that the school should offer children more than book learning in the classrooms. It must, indeed, make use of all the community's resources for providing children with direct and valuable contacts with environmental reality. Experimentation along this line has already begun in schools at every level but it needs to be extended with great rapidity. Every community offers many opportunities to the schools for such experimentation."—Commission on Teacher Education of the American Council on Education.

Understanding the Topic

1. Learning Avenues
    - a. Words
    - b. Audio-visual materials
    - c. Creative activities
    - d. Community experiences

2. Doors to Community Living
    - a. Materials
    - b. Resource people
    - c. Field trips
    - d. Surveys
    - e. School camping
    - f. Work experience
    - g. Community service

Examining Some Ideas

A. Do the four "learning avenues" make sense to you? Does your thinking here outrun your practice? Why? What might be done about it?

B. How many of the "7 doors" have you used, and with what results? What values and obstacles did you find?

C. What values are possible through study of "things," "customs," and "values" in the community? Should these three types of resources be equated with school levels as such? Why or why not?

3. Types of Community Resources
   a. Things
   b. Customs
   c. Values

4. Levels of Personal Interaction
   a. Observation
   b. Participation
   c. Contribution

5. School-Community Cooperation
   a. School a community center
   b. Lay participation
   c. Community coordination

D. Should the 3 "levels of interaction" be equated with school levels? How do you reason about this?

E. Does your school operate as a community center? To what extent? If not, why not?

F. What are the proper roles of lay people and teachers working cooperatively for school and community improvement?

G. How might you go about getting better working relationships between the agencies in your community?

Motion Picture

School in Centerville. Shows how education in rural schools can be geared to problems of learning to live in the community. Students are seen at work on projects which relate both to their need for knowledge and to the future roles they will have. The three R's are integrated into meaningful study and activity. National Education Association, 1950. Color or black and white. 20 minutes.

Advance Reading Suggestions

School and Community, Chapters 5 through 14, and 15, 16, 17.

The Modern Community School, Chapter 4.

Plan Of Attack In Your Community

"An actual situation responsibly faced is the ideal unit of educative experience; of all possible situations, no other is quite so educative as one that prompts the responsible leaders of the community to join with the young in carrying foward an enterprise in which all really share, and in which each can have his own responsible part. This is the education in which democracy can most rejoice, particularly in these times when we must learn to put the public welfare first in point of time and importance. In solemn fact, cooperative activities for community improvement form the vision of the best education yet conceived."

—William H. Kilpatrick

Understanding the Topic

1. Self-analysis (Chart I)
    - a. Levels of school practice
    - b. Teacher and community
    - c. Curriculum orientation
    - d. School and community
2. School Analysis (Chart II)
    - a. Community school check list
3. Planning Your Program
    - a. Guide to Group Analysis (Chart III)
4. Basic Operating Principles
    - a. Analyze your aims
    - b. Define the community usefully
    - c. Recognize levels of culture
    - d. Stress interrelationships
    - e. Plan sequential development
    - f. Begin with material culture in local community
    - g. Expand into other dimensions
    - h. Relate school with community
    - i. Focus on children and youth
    - j. Emphasize higher human values
5. Evaluative Criteria
    - a. Content: personal-social competence
    - b. Method: psychological validity

Examining Some Ideas

A. In light of what we know about basic purposes in modern education, our present curriculum, the community, the pupils, school facilities and staff, what changes ought to be made in our public school program?

B. Although we often speak of "the community," we know it is actually made up of many "publics." How, then, should and can the school seek to meet "community needs?"

C. What happens to "mental discipline," "culture," "individual development," and "personality adjustment" in a "quality of living" program? Is this desirable, or not? Why?

D. If you wanted to make your school a true "community school," what changes would have to occur in your present real aims, curriculum, methods, teaching materials, community relations? Do you think this could be done? How long might it take to accomplish?

E. What other "basic operating principles" can you add to those listed in Topic 4?

F. Outline your personal plan for helping your school become the kind of educational agency which better meets real needs in your community.

Motion Picture

The School and the Community. Suggests how the school and the community can be drawn into a working partnership to which each contributes and from which each draws its share of mutual benefits. McGraw-Hill, 1952, color. 14 minutes.

Advance Reading Suggestions

School and Community, Chapters 18 and 19.

The Modern Community School, Chapter 5.

(CHART I)

EXAMINE YOUR THINKING!

(Check this chart after reading pages 473-76 in Olsen's *School and Community*)

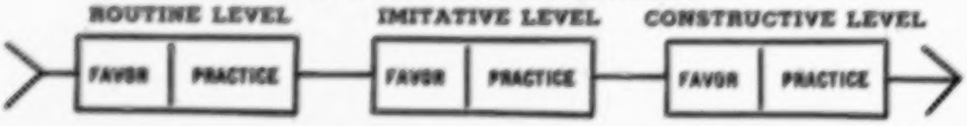
? TRADITIONAL SCHOOL ? PROGRESSIVE SCHOOL ? COMMUNITY SCHOOL ?

Which basic philosophy and program do I *favor?* Which do I usually *practice?*

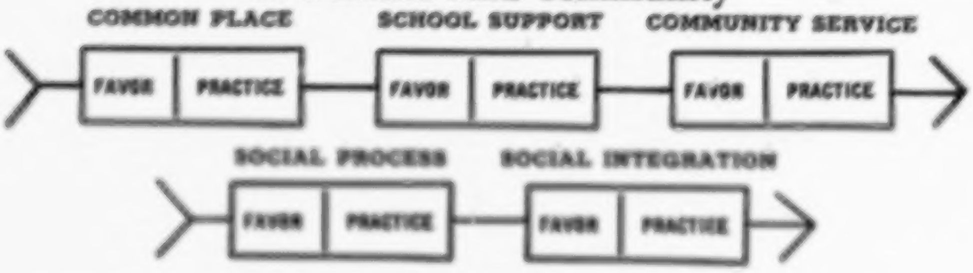
What do I really *think,* and what do I typically *do?* Is there a *contrast?*

Why?* What can I do *now?* How shall I proceed to *plan for the future?

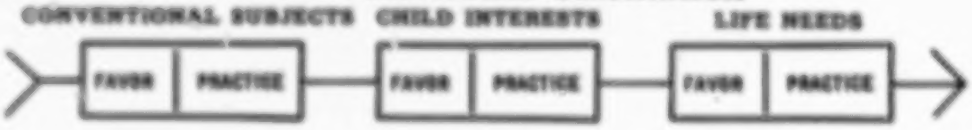
Levels Of School Practice


ROUTINE LEVEL
FAVOR
PRACTICE
IMITATIVE LEVEL
FAVOR
PRACTICE
CONSTRUCTIVE LEVEL
FAVOR
PRACTICE

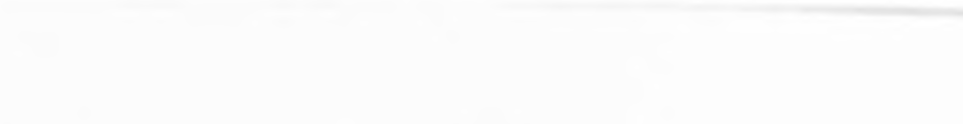
Levels Of Insight Into The Relationship Of Teacher And Community


COMMON PLACE
FAVOR
PRACTICE
SCHOOL SUPPORT
FAVOR
PRACTICE
COMMUNITY SERVICE
FAVOR
PRACTICE
SOCIAL PROCESS
FAVOR
PRACTICE
SOCIAL INTEGRATION
FAVOR
PRACTICE

Basic Curriculum Orientation


CONVENTIONAL SUBJECTS
FAVOR
PRACTICE
CHILD INTERESTS
FAVOR
PRACTICE
LIFE NEEDS
FAVOR
PRACTICE

School's Relationship To Its Community


STUDY ABOUT
FAVOR
PRACTICE
PARTICIPATE IN
FAVOR
PRACTICE
CONTRIBUTE TO
FAVOR
PRACTICE

(CHART II)

Is Your School A Community School?

Should It Be A Community School?

(This check list will tell you your answer!)

Below are listed seven characteristics of the community school. Beside each one are four numerals representing a range of practice (and thinking) from "nothing done" to "largely achieved." To contrast your school practice with your own thinking, put *circles* around numbers which most nearly indicate actual school practice, and *boxes* around numbers which most nearly reflect your own thinking of what should be.

COMMUNITY SCHOOL CHARACTERISTICS	PRACTICE AND THINKING IN MY SCHOOL			
	Nothing Done	A Little Accomplished	Well on Our Way	Largely Achieved
1. Improves quality of living here and now	0	1	2	3
2. Uses the community as a laboratory for learning	0	1	2	3
3. Makes the school plant a community center	0	1	2	3
4. Organizes the core-curriculum around the processes and problems of living	0	1	2	3
5. Includes lay people in school policy and program planning	0	1	2	3
6. Leads in community coordination	0	1	2	3
7. Practices and promotes democracy in all human relationships	0	1	2	3

SCORING DIRECTIONS: Add together the encircled figures to get the score for your school *practice*. Then add the boxed figures to get the score for your own *thinking*. Contrast the scores and consider the implications.

A score of 21 denotes a genuine community school.
A score of 14 shows excellent progress toward a community school.
A score of 7 indicates that a beginning has been made.
A score of less than 7 suggests a complacent traditional school.

(CHART III)

Guide To Group Analysis Of Community School Program Planning

1. WHERE ARE NOW? (present situation)	In Educational Thinking?	Book-Centered Child-Centered Life-Centered
	In Community Relations?	Hostile Indifferent Cooperative
2. WHERE DO YOU WANT TO GO? (direction and goals)	Immediately?	This term This year Next year
	Ultimately?	2-5 years 5-10 years 10-30 years
3. WHAT STANDS IN YOUR WAY? (obstacles to progress)	In School?	Traditions Policies Personnel
	In Community?	Climate of opinion Vested interests Pressure groups
4. WHERE LIES YOUR STRENGTH? (Resources available)	In School?	Administration Faculty Students
	In Community?	Climate of opinion Organizations Leaders
5. WHAT ARE THE NEXT STEPS? (strategy and tactics)	In School?	? ? ?
	In Community?	? ? ?
6. HOW APPRAISE RESULTS? (evaluation of progress)	Opinions?	? ? ?
	Holding Power of School?	? ? ?
	Community Improvement?	? ? ?

"Colleges, like individuals, have a philosophy or a set of beliefs. Berea College has long held the conviction that it should not exist in isolation from the people in its geographic area, but that it should serve the people where they live. Since many in the mountain territory have needed assistance of various types and could not come to the campus, it has been necessary through the years to take Berea College to them."